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THE CALENDAR FOR 1894-95

VOL II

EXAMINATION PAPERS

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MATRICULATION EXAMINATION, 1893.

FRIDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH: GRAMMAR.

I. 1. Write out the possessive plural of *man*, *child*, *month*, and *thief*.

2. Give the past tense and the past participle of *set*, *beat*, *tread*, *lie* (meaning *say what is not true*), *lay*, *cast*, *forsake*, and *freeze*.

3. Insert appropriate prepositions in the following: (*a*) I acquiesce——your proposal as you have assured me——safety. (*b*) You have inculcated——me the difference——saying and doing.

II. Write short *complex* sentences with an adverbial clause of concession in each, and with the following phrases in the *principal* clauses: *I should know*, *I should not know*, *I should have known*, *I should not have known*.

III. 1. Show clearly the difference of meaning in each pair of the following sentences:

(*a*) The prisoner stole the child The prisoner robbed the child.

(*b*) Rama struck Govind. Rama struck at Govind.

(*c*) The policeman searched the thief. The policeman searched for the thief.

(*d*) He complained to me. He complained of me.

2. Correct the mistakes in the following:

(*a*) You should not fear for death if you spend your time by doing good.

(*b*) Rama envied Govind of his good fortune when he was invited for the entertainment.

(*c*) In his speech he gave out that pen is an instrument for writing.

IV. Analyse the following into clauses, writing out each clause in full, and state the kind of each clause and the construction of the subordinate clauses:

It has been clearly proved that even in times of plenty many of the ryots, were they not so frugal in their habits, could not live on the produce of their small patches of land, since many are so deep in debt that their whole income is barely sufficient to pay the interest; but yet we must acknowledge that many die of starvation in times when the rains fail.

V. Recast the following sentences as directed:

1. I will give you a rupee on your learning your lesson [as a compound sentence.]

2. Owing to his idleness I cannot promote him [in two ways—(*a*) by introducing the adverb "*too*," and (*b*) by introducing the words "*so—that*."]

3. Rama stopped to speak to Govind and then walked on [using the noun "*walk.*"]

4. He seemed more intelligent than any of his companions [using the positive degree of "*intelligent.*"]

5. They ran to meet their friend as soon as they saw him approaching [using the comparative of "*soon.*"]

VI. Write in indirect speech the following conversation between Rama and his sister, as if reported by Rama to Govind at the railway station on the day after it took place ·

Rama: "Have you heard that Govind has holidays now and that he will arrive here to-morrow?"

Sister: "No. When did his holidays commence?"

Rama: "Last week. Let us go and ask his father to take us with him to the station to meet him on arrival."

Sister: "Alas! I must stay with our mother for she is ill, but go you to the station without me."

VII. Point out *four* figures of speech of different kinds in the following passages, and write the second passage in unfigurative language:

1. O Death! the poor man's dearest friend!
The kindest and the best!
Welcome the hour my aged limbs
Are laid with thee at rest!

2 In all my toils and griefs I had hopes to husband out life's taper at the close and keep the flame from wasting by repose.

FRIDAY, 15TH DECEMBER, 2 TO 4 P.M.

ENGLISH: PARAPHRASE AND COMPOSITION.

I. Paraphrase:

THE RUINS OF CARTHAGE.

'Twas noon, and Afric's dazzling sun on high
With fierce resplendence filled the unclouded sky;
No Zephyr waved the palm's majestic head,
And smooth alike the seas and deserts spread;
While desolate, beneath a blaze of light,
Silent and lonely as at dead of night,
The wreck of Carthage lay. Her prostrate fanes
Had strewed their precious marble o'er the plains;
Dark weeds and grass the column had o'ergrown,
The lizard basked upon the altar-stone;
Whelmed by the ruins of their own abodes
Had sunk the forms of heroes and of gods;
While near, dread offspring of the burning day,
Coiled 'midst forsaken halls the serpent lay.

II Write a short description (not exceeding three pages) of an Indian village at sunrise.

III Write a short story of about a page in length to illustrate the importance of good handwriting

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P M

PERSIAN TRANSLATION INTO ENGLISH

(*Third Paper in English*)

Translate into English ·

روز تعطیلے بود در ماه جون و الکسز (Alexis) خود را آماده کرده بود براي اینکه نهضت نماید با طایفه از رفیقان خود بسفر کوچکي بعرض تفرج - مگر ابرها فراهم آمد و او تا اندک زمانے در تشویش معطل ماند باست سفر خود که بالاخر ممتنع گردید از بارش سنگین مستمر - او بسیار دل شکسته گشت - بگریه در آمد - از تغیر بے هنگام موسم نالید و کشیده روئي از جمله اسباب تسلی رو گردانید - وقت شام ابرها برطرف گردید و آسمان برخشیدگي فوق العاده روشن شد - الکسز را پدرش بصحرا برد - نرمی هوا - سرود مرغان - طراوت مرغزار - و بوي خوش گلها ضیافت هریکے از حواس نمود و دلش را از آسودگي و سرور پر کرد - پدرش گفت "بر می بیني این تغیر دل آویز را که بغتةً در دنیاي اطراف ما بروي کار آمده - بیاد آور صورت دیروزش را وقتیکه گلها سر بزیر افگنده بودند و هیچ بوی خوش بمشام نمي رسید و زمین از خشکي برشته بود - بچه سبب باید ما محتمل کنیم احیاي فطرت را" - "به بارانیکه صحدم بارید" جواب داد الکسز بشرم روئي و اضطرابیکه هویدا مي نمود که او مطلع شده بود بر خودپسندي و سفاهت رفتار خود هنگام صبح *

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

HINDUSTANI. TRANSLATION INTO ENGLISH

(*Third Paper in English*)

Translate into English

ایک تعطیل کا دن تها جون کے مهینه مین اور الکسز

(Alexis) نے آپکو تیار کرلیا تھا روانہ ہونے کو اپنے رفیقون
کے ایک جماعت کے ساتھہ ایک مختصر سے سفر کے واسطے
تفریح کے غرض سے - مگر ابر گھر آیا - اور وہ کچھہ عرصہ
تک فکر و تشویش مین رہا اپنے سفر کے بابت جو آخر کار
موقوف رھگیا سنگین اور اگے تار بارش کے وجہ - اسکو بہت
محرومي هوي رو پڑا - بے موقع موسم کے بدلے سے نالان
هوا - ضد مین کوي تسلي کي بابت نہ مانا - شام کو ابر
منتشر هو گیا اور آسمان معمول سے زیادہ چمک کے ساتھہ
روشن هوا - الکسز کو اسکا باپ میدان مین لے گیا - هوا کي
ملایمت - پرندون کي چہک - پہولون کي بہیني مہک نے هر
جس کو محظوظ کیا اور اوسکے دل کو قرار اور مسرت سے
بھرا - اوسکے باپ نے کہا "تم نہین دیکھتے هو کیا مسرت بخش
انقلاب همارے اطراف عالم مین یکایک پیدا هو گیا هي -
اسکي کل والي صورت یاد کرو جبکہ پہولون نے سر جھکا دئے
تھے - کسي قسم کي بوي خوش محسوس نہوتي تھي اور
زمین خشکي سے ٹپتي تھي - فطرت کے تازہ هو جانیکو همین
کس سبب کے طرف منسوب کرنا چاهئے ؟"

"اوس بارش کے طرف جو آج صبح کو پڑي" الکسز نے
جواب دیا ایک ایسي شرمساري اور گھبراهٹ کے ساتھہ کہ
جس سے ظاهر تھا کہ وہ آگاہ هو گیا تھا اپني خودپسندی
اور حماقت پر جو صبح کو اوس سے ظاهر هوی تھي *

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

MARATHI: TRANSLATION INTO ENGLISH.

(*Third Paper in English*)

Translate into English:

तो दिवस जून महिन्यांत एक सुट्टीचा होता; आणि आलिक्सिस् अपल्या दोस्तांसमांगमें एक मौजेची लहा-

णशी (छोटी) सफर करणेसाठीं तयार झाला होता. परं अभ्रें जमलीं आणि काहीं वेळ पर्यंत आपल्या सफरीच्या अनिश्चितपणामुळें फिकरींत [काळजींत] पडला; जी सफर शेवट एकसारखा जोराचा पाऊस आल्यामुळें बंद झाली [करावी लागली]. देव्हां तो आशाभग्न झाला आणि गहिवरून अश्रुधारा सोडूं लागला. तो हवेंत झालेली आकालिक पालटणी संबंधी शोक करूं लागला. आणि तो सर्वप्रकारचें सांत्वनें घुम्यापणानें नाकारला. मग सायंकाळीं अभ्रें फाटफूल झालीं आणि आकाश असाधारण स्वच्छ होऊन प्रकाशमान झालें. आलिक्सिसाचा बाप त्याजला शेतवडींत घेऊन गेला. हवेचा स्वच्छतायुक्ता शांतपणा, पक्षींचें मंजुळ गायन, कुरणांचा हिरवेपणा आणि पुलांचा गोडसुगंध हे त्याचें सर्व इंद्रियांस संतुष्टकेले व त्याचें मन शांतपणानें व आनंदानें व्यापविले. त्याचा बाप असें बोलला कीं आम्हां सर्भोवती जगत्सृष्टींत एकाएकी घडलेली आनंदकारक अदलाबदल [तुझ्या लक्ष्यांत येतनाहीं काय] तूं पाहात नाहींस काय? कालच्या दिवशीं फुलें [म्लान होऊन] खालीं डोई टाकलीं होतीं [सुकून जमीनीकडे झुकलीहोतीं]. कोणचेहीं प्रकारचे सुवासिक सुगंध उपजले नाहींत, आणि जमीन अनावृष्टीनें [पाऊस नसल्यामुळें] भाजून [जळून] गेलीहोती. ते (त्यावेळचे) त्यांचे देखाव [लक्ष्यांत आण] आठव. हा सांवर [पुनरुपस्थिति] कोणत्या कारणानें घडला असे आम्ही मानावें? आज सका-

ळीं पडलेल्या पाऊसामुळें असें आलिक्सिस् घोटाळासह नम्र तेनें जबाब दिला; जें [चेहरावरील चिन्हें] सकाळी आपल्या वर्तणुकीचा स्वार्थपणा व मुर्खत्व त्याच्या मनास चांगलें लागलें [मनांत उमटलें] असें दर्शविलीं.

N.B.—The expressions within brackets are merely explanatory.

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

TAMIL: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

Translate into English

ஜூன்மாதத்தில் ஒரு விடுமுறைநாள் வந்தது. அலெக்சிஸ் (Alexis) தன் கூட்டாளிகளிற் சிலரோடு கொஞ்சத்தூரம் அன்றைக்கு விநோதார்த்தம் பிரயாணம்போக ஆயத்தம்பண்ணியிருந்தான். ஆனாலும் மந்தாரம் போட்டிருந்ததினாலே தனது பயணத்தைக்குறித்துச் சிறிதுநேரஞ் சமுசயமும் மனவிசாரமுமுள்ளவனாயிருந்தான்; மழை விடாமற் பெலத்துப்பெய்து கடைசியிற் பயணந் தடைப்பட்டது; அவன் முழுதும் மோசம்போனான்; சட்டெனக் கண்ணீர்விட்டழுதான்; அகாலத்தில் காலஸ்திதி மாறினதைக்குறித்துப் புலம்பினான்; மனம் முறிந்து என்ன ஆறுதல் சொன்னாலும் அவன் ஒப்பவில்லை. சாயங்காலம் மேகங் கலைந்து ஆகாயம் எப்போதையிலும் அதிகமாகத் துலங்கிற்று. அலெகசிஸ் தன் தகப்பனாற் புலத்துக்கு இட்டுக்கொண்டுபோகப்பட்டான். காற்றின் அமைதியும், பட்சிகளின் பாட்டும், புல்லுத்தரையின் பசுமையும், மலர்களின் இனிய வாசனையும் ஒவ்வொரு பொறியையுங் களிக்கச்செய்து அவன் மனதைச் சமாதானத்தினாலுஞ் சந்தோஷத்தினாலும் நிரப்பின. தகப்பன் "உலகத்தில் நம்மைச் சூழச் சடிதியில் நிகழ்ந்திருக்கும் இதமான மாறுதலை நீ கவனிக்கவில்லையா? நேற்றையின் தோற்றத்தை நினை; அப்பொழுது மலர்கள் தலை சாய்ந்திருந்தன; எவ்வித பரிமள மணமும் புலப்படவில்லை; மழையில்லாமல் நிலம் வறண்டுபோயிருந்தது. பிரபஞ்சம் இவ்வளவு களைகொண்டது எந்தக் காரணத்தினால் வந்ததென்று நாம் சொல்லவேண்டும்?" என்றான். அலெகசிஸ் நாணத்தோடும் மனக்குழப்பத்தோடும் "இன்று காலையிற் பெய்த மழையினாலேதான்"

என்று மறுமொழி சொன்னான். அந்தமொழி, காலையில் தன் நடத்தை சுயநயாபேட்சையுள்ளதாயும் மடமைத்தனமாயுமிருந்ததாக அவன் மனதில் தைத்ததை வெளிப்படுத்திற்று.

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

TELUGU: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

Translate into English.

జూన్ మాసములో ఆనాఁడు సెలవు దినమయియుండెను. అలెక్సిస్ (Alexis) తన చెలికాండ్రు కొందఱతో ఒక చిన్న వినోద ప్రయాణనిమిత్తము బైలుదేఱుటకు సిద్ధముచేసికొన్నవాఁడయి యుండెను. కాని, మేఘములు క్రమ్ముకొనెను. అతఁడు కొంతసేపు తన ప్రయాణమునుగూర్చి వ్యాకులత్వముతోఁ గూడిన సందేహావస్థలో నుండెను. ఆ ప్రయాణము కడపట బలమైన ఎడతెగనివానచేత ఆటంకపఱుపఁబడెను. అతఁడు మిక్కిలి ఆశాభంగము పొందెను; అతఁడు ఏడ్వ నారంభించెను; కాలస్థితిలో అసమయమైన మార్పు అయినందునగుఱించి అతఁడు ప్రలాపించెను; ఇటి యెంతటి ఊఱడింపును అతఁడు మూర్ఖముగా ఒల్లఁడాయెను సాయంకాలమునందు మేఘములు చెదరిపోయి ఆకాశము అసామాన్యమైన కాంతితో ప్రకాశించెను. అలెక్సిస్ తన తండ్రిచేత పొలములలోనికి తీసికొని పోఁబడెను గాలియొక్క శాంతతయు, పక్షులయొక్క పాటలును, పొలములయొక్క పచ్చదనమును, పుష్పములయొక్క మధుర సుగంధములును, ప్రతి ఇంద్రియమును ఉల్లాసపఱిచి యాతని మనసును శాంతితోను సంతోషముతోను నిండించెను వానితండ్రి "మనచుట్టును ప్రపంచమునందు ఆకస్మికముగా సంభవించియున్న మనోహరమైన మార్పును నీవు కనుఁగొనలేదా? నిన్న, పుష్పములు తమ తలలు వాల్చియు, సుగంధవాసనలు గోచరింపకయు, వానలేమిచేత నేల యెండియు, ఉన్నట్టిదాని యాకారమును జ్ఞప్తికి తెచ్చుకో. సృష్టికి మరల ప్రాణముపచ్చుట మనము ఏ కారణమునకు ఆరోపింపవలయును!" అని చెప్పెను. "నేఁటి యుదయమున పడినవానకు" అని ప్రాతఃకాలమునందు తన నడతయొక్క

ಸ್ವಪ್ರಯೋಜನ ಪರತ್ವಮುನು, ಬುದ್ಧಿಹೀನತೆಯು, ಮನಸುನಕು ತೆಟ್ಟಿನಟ್ಟುಚೂ ಪೆಡು ವಿನಯಮುತೋನು ತತ್ತರಪಾಟುತೋನು, ಅಲೆಕ್ಸಿಸ್ ಉತ್ತರಮುಚೆಪ್ಪೆನು

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P M

KANARESE TRANSLATION INTO ENGLISH

(*Third Paper in English.*)

Translate into English

ಆ ದಿನವು ಜೂನ್ ತಿಂಗಳಲ್ಲಿ ಬಂದು ರಜಾ ದಿವಸವಾಗಿತ್ತು. ಎಲೆಕ್ಸಿಸನು (Alexis) ತನ್ನ ಜೊತೆಗಾರರ ಗುಂಪಿನೊಡನೆ ಬಂದು ಚಿಕ್ಕ ವಿನೋದ ಪ್ರಯಾಣದಮೇಲೆ ಹೊರಡಲಿಕ್ಕೆ ಸಿದ್ಧಮಾಡಿಕೊಂಡಿದ್ದನು. ಆದರೆ ಮೋಡಗಳು ಗುಂಪುಕೂಡಿ, ಆತನು ತನ್ನ ವಿಹಾರಯಾತ್ರೆಯನ್ನು ಕುರಿತು ಸ್ವಲ್ಪ ಹೊತ್ತಿನವರೆಗೆ ಚಿಂತಾ ಯುಕ್ತವಾದ ಸಂದೇಹದಲ್ಲಿದ್ದು, ಕೊನೆಗೆ ಬಲವಾದ, ಬಿಡದೆ ಹೆಯ್ಯುತ್ತಿದ್ದ ಮಳೆಯಿಂದ ಪ್ರಯಾಣವು ನಿಲ್ಲಿಸೋಣಾಯಿತು. ಆತನು ಭಗ್ನಮನೋರಥನಾದನು. ಆತನಿಗೆ ಫಕ್ಕನೆ ಕಣ್ಣೀರು ಗಳಗಳನೆ ಬಂತು. ಕಾಲಸ್ಥಿತಿಯು ಅಕಾಲಿಕ ವಿಕಾರವನ್ನು ಕುರಿತು ಪ್ರಲಾಪಿಸಿದನು. ಮತ್ತು ಸಿಡುಕಿನಿಂದ ಎಷ್ಟು ಸಮಾಧಾನ ಹೇಳಿದರೂ ಒಪ್ಪಲಿಲ್ಲ. ಸಾಯಂಕಾಲದಲ್ಲಿ ಮೋಡಗಳು ಚದರಿ ಹೋಗಿ ಆಕಾಶವು ಅಪೂರ್ವ ಪ್ರಕಾಶದಿಂದ ಶೋಭಿಸಿತು. ಎಲೆಕ್ಸಿಸನನ್ನು ತಂದೆಯು ಹೊಲಗಳಿಗೆ ಕರೆದುಕೊಂಡು ಹೋದನು. ಗಾಳಿಯ ನಿರ್ಮಲತೆಯೂ, ಪಕ್ಷಿಗಳ ಹಾಡುಗಳೂ, ಹಂಲ್ಲುಗಾವಲುಗಳ ಹಸುರೂ, ಪುಷ್ಪಗಳ ಮಧುರವಾದ ಪರಿಮಳಗಳೂ ಪ್ರತಿ ಯಿಂದ್ರಿಯವನ್ನೂ ಉಲ್ಲಾಸಗೊಳಿಸಿ, ಮನಸ್ಸನ್ನು ಶಾಂತಿಯಿಂದಲೂ ಸಂತೋಷದಿಂದಲೂ ತುಂಬಿದವು. ಅಗ್ಯೆ ತಂದೆಯು ಹೇಳಿದ್ದು,—"ನಮ್ಮ ಸುತ್ತಲೂ ಜಗತ್ತಿನಲ್ಲಿ ಫಕ್ಕನೆ ಉಂಟಾಗಿರುವ ಆಹ್ಲಾದಕರವಾದ ವಿಕಾರವನ್ನು ನೀನು ನೋಡುವದಿಲ್ಲವೇ? ಹೂವುಗಳು ತಲೆಗಳನ್ನು ಬೊಗ್ಗಿಸಿ, ಸುಗಂಧವಾಸನೆಗಳೊಂದೂ ಗೋಚರವಾಗದೆ, ನೆಲವು ಅನಾವೃಷ್ಟಿಯಿಂದ ಬಣಗಿ ಹೋಗಿದ್ದ ನಿನ್ನೆಯ ಅದರ ರೂಪವನ್ನು ಸ್ಮರಿಸು. ಸೃಷ್ಟಿಯು ಚೇತರಿಸಿ ಕೊಂಡದ್ದನ್ನು ಯಾವ ಕಾರಣಕ್ಕೆ ನಾವು ಆರೋಪಿಸಬೇಕು?"—"ಈ ಹೊತ್ತು ಬೆಳಗ್ಯೆ ಬಿದ್ದ ಮಳೆಗೆ" ಎಂದು ಎಲೆಕ್ಸಿಸನು ಬೆಳಗ್ಗಿನ

ತನ್ನ ನಡತೆಯ ಸ್ವಾರ್ಥಪರತೆಯೂ ಮೂರ್ಖತನವೂ ಮನಸ್ಸಿಗೆ ತಗಲಿದಂತೆ ತೋರ್ಪಡಿಸಿದ ವಿನಯದಿಂದಲೂ ಗಲಿಬಿಲಿಯಿಂದಲೂ ಪ್ರತ್ಯುತ್ತರವನಿತ್ತನು.

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

MALAYALAM TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

Translate into English

അന്ന ജൂൻമാസത്തിൽ ഒരു അനദ്ധ്യായ ദിവസമായിരുന്നു. അലെക്സിസ (Alexis) ഒരു ചെങ്ങാതി സംഘത്തോടുകൂടി ഒരുചെറിയ വിനോദയാത്രക്കു പുറപ്പെടുവാൻ ഒരുങ്ങിയിരുന്നു. എന്നാൽ മഴക്കാറു വർദ്ധിച്ചു തുടങ്ങി അവൻ കുറെനേരം തൻെറ യാത്രയെപററി വ്യാകുലനായും സംശയഗ്രസ്തനായും ഇരുന്നു. അവസാനം ബലമായും എടവിടാതെയും ഉള്ള മഴയാൽ യാത്ര മുടങ്ങിപോയി- അവന അത്യന്തം ഇഛാഭംഗമായി തീൎന്നു. കണ്ണീർ പൊട്ടികരഞ്ഞു. ദിവസ പ്രകൃതി അകാലമായി മാറിയതിൽ ദുഃഖിച്ചിരുന്നു. വൈമുഖ്യത്തോടെ സമാധാനപ്പെടുവാൻ മനസ്സില്ലാതെ ഇരുന്നു. വയ്ക്കുന്നേരം മഴക്കാറു ചിന്നിപോകയും ആകാശം അസാധാരണയായ പ്രഭയോടെ ശോഭിക്കയും ചെയ്തു. അലെക്സിസ് തൻെറ അഛനാൽ വയലുകളിലേക്കു കൂട്ടിക്കൊണ്ടു പോകപ്പെട്ടു. വായുവിൻെറ സൌമ്യതയും പക്ഷികളുടെ ഗാനവും ഭൈമധാനത്തിൻെറ പച്ചയും പുഷ്പങ്ങളുടെ മാധുൎയ്യമായ സൌരഭ്യവും സകല ഇന്ദ്രിയങ്ങളെയും ഉല്ലാസപ്പെടുത്തുകയും തൻെറ ഹൃദയത്തെ ശാന്തതയും സന്തോഷവും കൊണ്ടു പരിപൂൎണ്ണമാക്കുകയും ചെയ്തു. ലോകത്തിൽ നമ്മുടെ ചുററും പൊടുന്നനവെ സംഭവിച്ചിരിക്കുന്ന സന്തോഷകരമായ മാററത്തെ നീ സൂക്ഷിച്ചു നോക്കുന്നില്ലേ; പുഷ്പങ്ങൾ അവകളുടെ ലതാഗ്രത്തിയും സൌരഭ്യമായ വാസന ഒന്നും കൂടാതെയും ഭൂമി ഒണങ്ങി വരണ്ടും ഇരുന്ന ഇന്നലത്തെ അതിൻെറ സ്ഥിതിയെ ഓൎക്കുക; പ്രപഞ്ചത്തിൻെറ ഠരം ഉണൎച്ചക്കുകാരണം എന്തെന്നാണ നാം വിചാരിക്കേണ്ടതു എന്ന അഛൻ ചോദിച്ചു. അന്നെ ദിവസം കാലത്ത തൻെറ നടവടിയിൽഉള്ള തന്നിഷ്ടവും മൂഢതയുറ

മനസ്സിൽ പററി എന്ന തോന്നിക്കുമാറു വിനയത്തോടും പരിശ്രമത്തോടുംകൂടി ഇന്നകാലത്തു പെസ്തമഴ തന്നെ എന്ന അലെക്സിസ് ഉത്തരം പറഞ്ഞു.

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

URIYA: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

Translate into English :

ଜୁନମାସରେ ଦିନେ ଛୁଟୀ-ଦିନ ହୋଇଥିଲା ଏବଂ ଆଲେକ-ସିସ୍ (Alexis) ତାହାଙ୍କର କେତେ ସଙ୍ଗୀମାନଙ୍କ ସହିତ ଆମୋଦାର୍ଥେ ଖଣ୍ଡେ ଦୂର ବୁଲିଯିବାପାଇଁ ବାହାରିବାକୁ ପ୍ରସ୍ତୁତ ହୋଇ ରହିଥିଲେ । ମାତ୍ର ମେଘ ଘୋଟିବାରୁ ସେ କିୟତ୍‌କାଳ ତାହାଙ୍କର ଗମନବିଷୟରେ ସନ୍ଦେହଯୁକ୍ତ ହୋଇ ରହିଲେ ଏବଂ ଅବଶେଷରେ ଅବିଶ୍ରାନ୍ତ ଘୋର ବୃଷ୍ଟି ହେତୁରୁ ତାହାଙ୍କର ପ୍ରୟାଣ ବନ୍ଦହୋଇଗଲା । ସେ ଅତ୍ୟନ୍ତ ହତାଶ ହୋଇ କାନ୍ଦିବାକୁ ଲାଗିଲେ । ସେ ଏରୂପ ଅସମୟୋପଯୁକ୍ତ ଋତୁ-ପରିବର୍ତ୍ତନରେ ଦୁଃଖ ପ୍ରକାଶ କରିବାକୁ ଲାଗିଲେ ଏବଂ ମନଃକ୍ଷୋଭରେ କୌଣସି ପ୍ରବୋଧବାକ୍ୟ ଗ୍ରହଣ କଲେ ନାହିଁ । ସନ୍ଧ୍ୟାସମୟରେ ମେଘ ଛଡ଼ିବାରୁ ଆକାଶ ଅସାଧାରଣ ଉଜ୍ଜ୍ୱଳତା ସହିତ ପ୍ରକାଶ ପାଇବାକୁ ଲାଗିଲା । ଆଲେକ-ସିସଙ୍କ (Alexis) ପିତା ତାହାଙ୍କୁ କ୍ଷେତ୍ରମାନଙ୍କ ଆଡକୁ ନେଇଗଲେ । ବାୟୁର ନିର୍ମ୍ମଳତା, ପକ୍ଷିମାନଙ୍କର ସଙ୍ଗୀତ, କ୍ଷେତ୍ରମାନଙ୍କ ଶ୍ୟାମତ୍ୱ ଏବଂ ପୁଷ୍ପମାନଙ୍କର ମଧୁର ସୌରଭ ପ୍ରତ୍ୟେକ ଇନ୍ଦ୍ରିୟ ପରିତୃପ୍ତକରି ତାହାଙ୍କର ମନକୁ ଶାନ୍ତି ଓ ଆହ୍ଲାଦରେ ପରିପୂର୍ଣ୍ଣ କଲା । ତାହାଙ୍କର ପିତାକହିଲେ "ଦେଖୁନାହିଁ ଆମ୍ଭମାନଙ୍କ ଚତୁର୍ଦ୍ଦିଗରେ ଧରାର କି ମନୋହର ପରିବର୍ତ୍ତନ ଘଟିଅଛି ? କାଲି ଯେତେବେଳେ ପୁଷ୍ପସବୁ ନତଶିର ହୋଇ ଝାଉଁଳି ରହିଥିଲା ଏବଂ ସେ-

ମାନଙ୍କର ଶଛମାଣ ସୁଗନ୍ଧ ଜଣାଯାଉ ନଥିଲା ଆଉ ଭୂମି ଜଳାଭାବରେ ଅତି ଶୁଷ୍କହୋଇ ରହିଥିଲା ସେହିଦୃଶ୍ୟକୁ ସ୍ମରଣ କର । ପ୍ରକୃତିର ଏହି ନୂତନ ଜୀବନାଧାରଣର କାରଣ ବୋଲି କାହାକୁ ନିର୍ଦ୍ଦେଶ କରିବା ?" "ଆଜି ପ୍ରାତଃକାଳରେ ଯେଉଁ ବର୍ଷାପାତ ହୋଇଥିଲା ତାହାକୁହିଁ ଏହାର କାରଣ ବୋଲିବାକୁ ହେବ"— ଏହି ଉତ୍ତର ଆଲେକସିସ୍ ଏରୂପ ମୃଦୁ ଓ ସଲଜ୍ଜ ଭାବରେ ଦେଲେ ଯେ ତହିଁରୁ ଜଣାଗଲା ଯେ ସେ ତାହାଙ୍କର ପ୍ରାତଃକାଳର ଆଚରଣଦ୍ୱାରା ଯେଉଁ ସ୍ୱାର୍ଥପରତା ଓ ନିର୍ବୁଦ୍ଧିତା ପ୍ରକାଶ କରିଥିଲେ ତାହା ଏବେ ସେ ସଂପୂର୍ଣ୍ଣରୂପେ ବୁଝି ପାରିଥିଲେ ।

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

FRENCH: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

Translate into English :

C' était jour de congé et le mois de juin. Alexis s'était préparé; il devait sortir, avec quelques camarades, pour une petite partie de plaisir. Mais voilà que les nuages s'amoncèlent; pendant quelque temps l'enfant se demande, dans une anxieuse attente, si l'excursion pourra avoir lieu. La pluie continuant à tomber en abondance, il fallut enfin y renoncer. Alexis en fut vivement contrarié; il fondit en larmes, se plaignit du malencontreux changement de temps, et, dans sa mauvaise humeur, refusa toute consolation. Le soir venu, les nuages se dissipèrent; le ciel devint plus brillant que jamais. Le père d'Alexis l'invita à faire une promenade dans la campagne. La pureté de l'air, les chants des oiseaux, la verdure des prairies, le doux parfum des fleurs, en flattant agréablement ses sens, rendirent à l'enfant sa joie et sa sérénité. "Vois-tu," lui dit son père, "comme tout autour de nous a pris soudainement un nouvel et délicieux aspect? Compare avec la journée d'hier. Alors les fleurs inclinaient tristement leurs corolles, et ne répandaient plus leurs douces senteurs; sur la terre tout était desséché. A quoi faut-il attribuer ce réveil de la nature?"—"A la pluie qui est tombée ce matin," répondit Alexis d'un air modeste et confus, qui témoignait qu'il avait reconnu combien sa conduite dans la matinée avait été égoïste et peu raisonnable.

FRIDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

ENGLISH: COMPOSITION.

Write an essay on "Coal and Iron."

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M

SANSKRIT: TEXT-BOOKS AND GRAMMAR

I. Explain the following passages in English:

1. एवमेतद्भवेद्राजन् यदि राजा न बालिशः ।
अस्माकं दीर्घसूत्रः स्याद्भवान्धर्मपरायणः ॥

2. अपि संपूर्णतायुक्तैः कर्तव्यास्सुहृदो बुधैः ।
नदीशः परिपूर्णोऽपि चन्द्रोदयमपेक्षते ॥

3. शपथैस्संधितस्यापि न विश्वासं व्रजेद्रिपोः ।
अद्रोहशपथं कृत्वा वृत्रः शक्रेण सूदितः ॥

4. ग्रासादापि तदर्धं च कस्मान्नो दीयतेऽर्थिषु ।
इच्छानुरूपो विभवः कदा कस्य भविष्यति ॥

Give the allusion in 3.

II. 1. What are the six ways in which affection may be shown?

2. How was दमयन्ती able to distinguish नल from the gods when they all appeared alike at her स्वयंवर?

3. In what connection are the following persons introduced in your text?

(a) हाहाहूहू. (b) निवातकवच. (c) चित्रसेन.

III. Give the विग्रह or analyses of the following compounds and state the class to which each belongs:

1. त्रिदशेशसमः. 2. हृच्छयाविप्रचेतना. 3. कुमार्गगामी. 4. यथाश्रद्धं. 5. द्यूतप्रभृति. 6. बहुजीवसंघसुखदः.

IV. 1. Parse the underlined words in the following.

(a) तस्य दृष्ट्वाभवद्बुद्धिः पार्थमिन्द्रासने स्थितम् ।

(b) सर्वदेवनिकाया हि नालं योधयितुं हि तान् ।

(c) यदि वेदाः प्रमाणास्ते दिवसादूर्ध्वमच्युत ।
त्रयोदशसमाः कालो ज्ञायतां परिनिष्ठितः ॥

(d) प्रविशन्तं च मां तत्र न कश्चिद्दृष्टवान्नरः ।
ऋते तां पार्थिवसुतां भवतामेव तेजसा ॥

2 Point out any grammatical or other peculiarities you may notice in the following

(a) स क्षत्रधर्मविद्रजा मा धर्म्यान्नीनशः पथः ।

(b) एकासनोपविष्टौ तौ शोभयांचक्रतुस्सभाम् ।
सूर्याचन्द्रमसौ व्योम चतुर्दश्यामिवोदितौ ॥

Who are compared to the sun and moon? Is it शुक्लचतुर्दशी or कृष्णचतुर्दशी that is referred to here, and why?

V. 1. Give the meaning in English of each of the following words used in the text

(a) वाहिनी. (b) शाड्वलः. (c) इष्वासः.

(d) जातरूपम्. (e) उत्तरासङ्गः. (f) मधुपर्कः.

(g) वादित्रम्. (h) प्राणयात्रा. (i) मीमांसा.

(j) कलापी.

2 Derive the following.

(a) विहगः. (b) पादपः. (c) कपर्दी.

(d) जनार्दनः. (e) सव्यसाची. (f) सप्तपदीनम्.

VI 1 Give the nominative of मित्र (friend) and दार (wife), the nominative plural of द्यु and अहन्; the accusative plural

of पथिन् and सखि; the genitive singular of भूपति and महा+राजन्; and the vocative singular of उशनस्.

2 (*a*) What part of the verb is each of the following?

1 अन्वयुः. 2 रक्षेथाः. 3 प्रशाधि. 4 आह.

(*b*) Give the third person singular perfect (लिट्) of स्तु (to praise), सू (to bring forth), the first person singular aorist (लुङ्) of सृज् and दृश्; the first person plural second future (लृट्) of त्यज् and इ (to go), the first person singular imperfect (लङ्) of रुध् (to obstruct) and the third person singular imperfect of दुह्.

3 Combine the following according to the rules of संधिः.

(*a*) अवसन्+तत्र. (*b*) एषः+रामः.

(*c*) हन्+शक्तिः. (*d*) अगमत्+लाभम्.

(*e*) वसन्+चक्री. (*f*) हरी+एतौ.

SATURDAY, 16TH DECEMBER, 2 TO 5 P M

SANSKRIT TRANSLATION.

I Translate into English

1 तस्य नगरस्य नातिदूरेण महांश्छायावाङ्न्यग्रोधपादपो नानाविहंगोपभुक्तफलः कीटैरावृतकोटरश्छायाश्वासितपथिकजनसमूहश्च ॥

2 एव वदतस्तस्य वायसस्य स लुब्धकस्तत्र वटतल आगत्य जालं प्रसार्य तण्डुलान्प्रक्षिप्य नातिदूरं गत्वा निभृतः स्थितः ॥

3 अथ कदाचित्तेन परिव्राजकेन मम रक्षणार्थं महान्प्रयत्नः कृतः । जर्जरवंशः समानीतः । तेन सुप्तोऽपि मम भयाद्भिक्षापात्रं ताडयति । अहमप्यभक्षितेऽप्यन्ने प्रहारभयादपसर्पामि । एवं सकला रात्रिर्व्रजति । अथ स परिव्राजको मूषकत्रासाद्व्याक्षिप्तमना जर्जरवंशेन भिक्षापात्रं ताडयंस्तस्य शून्यं प्रतिवचनं प्रयच्छति । तन्मना न किंचिदुदाहरति । ततोऽन्यः परिव्राजकोऽभ्यागतः परं कोपमुपागतस्तमुवाच । भोः परिव्राजक परिज्ञातस्त्वं सम्यङ्न सुहृत् । तेन मया सह साह्लादं न जल्पसि । तद्रात्रावपि त्वदीयं मठं त्यक्त्वान्यत्र मठ यास्यामि ॥

4 राजमहेन्द्रग्रामनिवासी श्रीदेवदत्तस्य पुत्रः श्रीरामकृष्णोऽधीत्य व्याकरणं अमरकोषञ्चास्मिन्दक्षिणविद्यालयेऽध्येतुं प्राविष्टोऽत्र काव्यानि नाटकानि चाधीतवान् । स तस्य सदाचारेण नियतोपस्थित्या अध्ययनानुवृत्त्याच गुरून् समतोषयत् ॥

5 दमयन्ती तु तच्छ्रुत्वा वचो हंसस्य भारत ।
ततः प्रभृति न स्वस्था नलं प्रति बभूव सा ॥

6 अस्त्रहेतोर्गते पार्थे शक्रलोकं महात्मनि ।
युधिष्ठिरप्रभृतयः किमकुर्वत पाण्डवाः ॥

7 अथ देवाः पथि नलं ददृशुर्भूतले स्थितम् ।
साक्षादिव स्थितं मूर्त्या मन्मथं रूपसंपदा ॥ १ ॥
तं दृष्ट्वा लोकपालास्ते भ्राजमानं यथा रविम् ।
तस्थुर्विगतसंकल्पा विस्मिता रूपसंपदा ॥ २ ॥

ततोऽन्तरिक्षे विष्टभ्य विमानानि दिवौकसः ।
अब्रुवन्नैषधं राजन्नवतीर्य नभस्तलात् ॥ ३ ॥
भो भो नैषध राजेन्द्र नल सत्यव्रतो भवान् ।
अस्माकं कुरु साहाय्यं दूतो भव नरोत्तम ॥ ४ ॥

8. सकृज्जल्पन्ति राजानः सकृज्जल्पन्ति साधवः ।
सकृत्कन्याः प्रदीयन्ते त्रीण्येतानि सतां सकृत् ॥

9. वर्धमानमृणं राजन्परिभूताश्च शत्रवः ।
जनयन्ति भयं तीव्रं व्याधयश्चाप्युपेक्षिताः ॥

II. Translate into Sanskrit:

There dwelt in Oojein a Brahman. His wife having left him behind for the protection of a young child, went to bathe. Then a call came for the Brahman to perform some ceremony in the king's house. After hearing the message, the Brahman reflected: "If I do not go quickly, some other man will be benefited. However there is none to look after my child here. What shall I do now? I must go. Leaving the dog which has served me faithfully for a long time in order to protect the child, I go." So doing, he went to the king's palace. Then a black serpent was seen and killed by the dog After that, this blood-smeared dog met the Brahman as he was approaching. Thereupon the Brahman, seeing the dog in that condition and thinking that his son had been bitten by the dog, killed it at once.

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

GREEK: TEXT-BOOKS AND GRAMMAR.

I. 1. Make a list of not more than ten vowel contractions in Greek, with examples in the following form: *αε* into *α*, as *τίμαε*, *τίμα*.

2. Explain what is meant by "crasis," and write each of the following pairs as one word: *τοῦ ἀνδρός*, *τοῦ ἑτέρου*, *καὶ ὁ*, *καὶ εἶτα*.

II. Decline

1. in the singular only: *πολύς*; *ἀνὴρ εὐγενής*.

2 in the dual and plural only: *ἐγώ*; *δεσπότης σώφρων*.

III. Write down

1. the genitives in all numbers of *κάλως*, *πλοῦς*, *γραῦς*, the dative plural of *ὀξύς*, *ἀστήρ*, *πούς*, and the accusative singular of *πᾶς*, *αἰδώς*, *ἀλώπηξ*, *θρίξ*.

2. the comparatives and superlatives of *ταχύς*, *φρόνιμος*, *ἡδέως*, *εὐδαίμων*, and those that are formed from the prepositions *πρό* and *ὑπό*.

3. the meaning of the terminations in the following words: *οἴκαδε*, *οἴκοι*, *οἴκοθεν*, *θύρασι*.

IV. 1. Which of the cardinal numbers are declined? Put into Greek 7th; 12th; 25th; 80 men; 400; 100 golden eggs; her children; the same lion.

2. Express in English: *πᾶσα πόλις*, *πᾶσα ἡ πόλις*, *χρυσὸς ὅτι πλεῖστος*, *διδάσκομαι τὸν παῖδα*, and distinguish between *ἄρχω* and *ἄρχομαι*, *τίσω* and *τίσομαι*.

V. Conjugate

in the Indicative the Future, Active and Middle, of *κρίνω*,

in the Conjunctive the Present Active of *δουλόω* and *δίδωμι*,

in the Imperative the Aorist Active of *τίθημι*,

in the Optative the 1st or Weak Aorist Middle of *παύω*.

VI. Parse the following verbs: *ἐκβέβηκα*, *ἀποστάντες*, *πεπληγμένος*, *ἐκπεσεῖ*, *μολούσῃ*, *ληφθεῖσα*, and give the principal tenses of the last three.

VII. Give

1. the 1st Person Singular *only*, Imperfect Indicate Active, of *ἐάω*, *εὐεργετέω*, *συλλέγω*, *προβάλλω*, *ὠθέω*, *οἰκοδομέω*.

2. the Paradigm of the 1st or Weak Aorist Active of *σπείρω*, the 2nd or Strong Aorist Active of *γιγνώσκω*, the Perfect Passive of *πλέκω*.

3. the desiderative form of *γελάω*, an example of a Present Tense with a Perfect meaning, and the difference in meaning between *ἕστησα*, *ἔστην*; *εἶμι*, *εἰμί*; *οἶδε*, *οἶδε*; *ἤκουσά του λέγοντος*, *ἤκουσα τοῦ λέγοντος*.

VIII. Translate the following and account for the cases or moods of the words underlined:

1. *καὶ μὴ <u>προβαίη</u> μεῖζον ἢ τὸ νῦν κακόν.*

2. *τολμητέον τάδ.' ἀλλὰ <u>τῆς ἐμῆς κάκης</u>,*
τὸ καὶ προσέσθαι μαλθακοὺς λόγους φρενί.

3 οὐ μὴ δυσμενὴς ἔσει φίλοις,
παύσει δὲ θυμοῦ καὶ πάλιν στρέψεις κάρα.

4. σοφώτερ' ἢ κατ' ἄνδρα συμβαλεῖν ἔπη.

5 Μηκέτι κάτω κατέλθωμεν, ἵνα μὴ παντάπασιν ἀπολώμεθα.

6. Στῆτε, ἑταῖροι, μηδὲν δεινὸν ὑμᾶς αὐτοὺς διαπράξησθε· ἤδη, ὡς ὁρᾶτε, καὶ ἡμῶν ἕτερ' ἐστὶ ζῶα δειλότερα. Account for the verb ἐστί being in the singular with a plural subject.

IX. The following are taken from the text of the Medea Write a short note on each. Πεσσοὺς προσελθών—παιδαγωγός—τοῖς Σισυφείοις τοῖσδ' Ἰάσονος γάμοις—ὀμφαλὸν γῆς θεσμιῳδόν—ἄστυ καὶ πόλισμα Παλλάδος—Πανὸς ὀργάς.

X. 1. Describe as fully as you can the characters of Jason and Medea from the play itself.

2 What imitators of Æsop can you mention?

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

GREEK: TRANSLATION.

I. Translate into English:

1. Κακῶς πέπρακται πανταχῇ· τίς ἀντερεῖ;
ἀλλ' οὔτι ταύτῃ ταῦτα, μὴ δοκεῖτέ πω.
ἔτ' εἰσ' ἀγῶνες τοῖς νεωστὶ νυμφίοις,
καὶ τοῖσι κηδεύσασιν οὐ σμικροὶ πόνοι.
δοκεῖς γὰρ ἄν με τόνδε θωπεῦσαί ποτε,
εἰ μὴ τι κερδαίνουσαν ἢ τεχνωμένην;
οὐδ' ἂν προσεῖπον οὐδ' ἂν ἡψάμην χεροῖν.
ὁ δ' ἐς τοσοῦτον μωρίας ἀφίκετο
ὥστ', ἐξὸν αὐτῷ τἄμ' ἐλεῖν βουλεύματα
γῆς ἐκβαλόντι, τήνδ' ἀφῆκεν ἡμέραν
μεῖναι μ', ἐν ᾗ τρεῖς τῶν ἐμῶν ἐχθρῶν νεκροὺς
θήσω, πατέρα τε καὶ κόρην πόσιν τ' ἐμόν.

2. ΑΙ. τούτῳ θεοῦ μάντευμα κοινῶσαι θέλω.
ΜΗ. σοφὸς γὰρ ἀνὴρ καὶ τρίβων τὰ τοιάδε.
ΑΙ. κἄμοιγε πάντων φίλτατος δορυξένων.
ΜΗ. ἀλλ' εὐτυχοίης, καὶ τύχοις ὅσων ἐρᾷς.
ΑΙ. τί γὰρ σὸν ὄμμα χρώς τε συντέτηχ' ὅδε;
ΜΗ. Αἰγεῦ, κάκιστος ἔστι μοι πάντων πόσις.
ΑΙ. τί φῄς; σαφῶς μοι σὰς φράσον δυσθυμίας.
ΜΗ. ἀδικεῖ μ' Ἰάσων οὐδὲν ἐξ ἐμοῦ παθών.

ΑΙ. τί χρῆμα δράσας, φράζε μοι σαφέστερον.
ΜΗ. γυναῖκ' ἐφ' ἡμῖν δεσπότιν δόμων ἔχει.
ΑΙ. ἦ γὰρ τετόλμηκ' ἔργον αἴσχιστον τόδε;

3. Ἡ δ' ὡς ἐσεῖδε κόσμον, οὐκ ἠνέσχετο,
ἀλλ' ᾔνεσ' ἀνδρὶ πάντα· καὶ πρὶν ἐκ δόμων
μακρὰν ἀπεῖναι πατέρα καὶ παῖδας σέθεν,
λαβοῦσα πέπλους ποικίλους ἠμπίσχετο,
χρυσοῦν τε θεῖσα στέφανον ἀμφὶ βοστρύχοις,
λαμπρῷ κατόπτρῳ σχηματίζεται κόμην,
ἄψυχον εἰκὼ προσγελῶσα σώματος.
κἄπειτ' ἀναστᾶσ' ἐκ θρόνων διέρχεται
στέγας, ἁβρὸν βαίνουσα παλλεύκῳ ποδὶ,
δώροις ὑπερχαίρουσα, πολλὰ πολλάκις
τένοντ' ἐς ὀρθὸν ὄμμασι σκοπουμένη.

4 Κολοιὸς, ἔν τινι περιστερεῶνι περιστεράς ἰδὼν καλῶς τρεφομένας, λευκάνας ἑαυτὸν, ἦλθεν, ὡς καὶ αὐτὸς τῆς αὐτῆς διαίτης μεταληψόμενος. Αἱ δὲ, μέχρι μὲν ἡσύχαζεν, οἰόμεναι περιστερὰν αὐτὸν εἶναι, προσίεντο. Ἐπεὶ δέ ποτε ἐκλαθόμενος ἐφθέγξατο, τηνικαῦτα τὴν αὐτοῦ γνοῦσαι φύσιν, ἐξήλασαν παίουσαι. Καὶ ὃς, ἀποτυχὼν τῆς ἐνταῦθα τροφῆς, ἐπανῆκε πρὸς τοὺς κολοιοὺς πάλιν. Κἀκεῖνοι, διὰ τὸ χρῶμα αὐτὸν οὐκ ἐπιγνόντες, τῆς μεθ' αὐτῶν διαίτης ἀπεῖρξαν, ὥστε δυοῖν ἐπιθυμήσαντα, μηδετέρας τυχεῖν.

5. Ἀλώπηξ ἐν παγίδι ληφθεῖσα, καὶ ἀποκοπείσης τῆς οὐρᾶς διαδρᾶσα, ἀβίωτον ὑπ' αἰσχύνης ἡγεῖτο τὸν βίον· Ἔγνω οὖν καὶ τὰς ἄλλας ἀλώπεκας τοῦτ' αὐτὸ νουθετῆσαι, ὡς ἂν τῷ κοινῷ πάθει τὸ ἴδιον συγκαλύψειεν αἶσχος. Καὶ δὴ πάσας ἀθροίσασα, παρῄνει τὰς οὐρὰς ἀποκόπτειν, ὡς οὐκ ἀπρεπὲς μόνον τοῦτο τὸ μέλος ὄν, ἀλλὰ καὶ περιττὸν βάρος προσηρτημένον. Ὑπολαβοῦσα δέ τις αὐτῶν, εἶπεν· Ὦ αὕτη, ἀλλ' εἰ οὐ σοὶ τοῦτο συνέφερεν, οὐκ ἂν ἡμῖν αὐτὸ συνεβούλευες.

6. Ὁ μὲν οὖν ἐφ' ὑψηλοῦ δένδρου τὴν καλιὰν ἐπήξατο· ἡ δὲ ἀλώπηξ ἐν τοῖς ἔγγιστα θάμνοις ἐτεκνοποιήσατο. Ἐπὶ νομὴν οὖν ποτε τῆς ἀλώπεκος προελθούσης, ὁ ἀετὸς, τροφῆς ἀπορῶν, καταπτὰς ἐπὶ τῶν θάμνων, καὶ τὰ τέκνα ταύτης ἁναρπάσας, ἅμα τοῖς αὐτοῦ νεοττοῖς ἐθοινήσατο. Ἡ δὲ ἀλώπηξ ἐπανελθοῦσα, οὐ τοσοῦτον ἐπὶ τῷ τῶν τέκνων ἠνιάθη θανάτῳ, ὅσον ἐπὶ τῷ τῆς ἀμύνης ἀπόρῳ· χερσαία γὰρ οὖσα, πτηνὸν διώκειν οὐχ οἵα τε ἦν.

(*Not from Text Books.*)

7 Ἔδοξε δ' αὐτοῖς τοὺς ξένους λαβεῖν, καὶ αὐτοὺς μὲν

ἀποκτεῖναι, τὰ δὲ χρήματα αὐτῶν τοῖς στρατιώταις διδόναι· Ἐκέλευον δὲ καὶ τὸν Θηραμένη λαβεῖν ξένον ὄντινα βούλοιτο. Ὁ δὲ ἀπεκρίνατο, Ἀλλ' οὐ δοκεῖ μοι, ἔφη, καλὸν εἶναι λέγοντας εἶναι βελτίστους τῶν ἄλλων ἀδικώτερα ποιεῖν. Ἡμεῖς γὰρ ἀποκτενοῦμεν μηδὲν ἀδικοῦντας, ἵνα χρήματα λαμβάνωμεν. Πῶς οὐ ταῦτα ἀδικώτατα; Οἱ δὲ νομίζοντες αὐτὸν οὐκ εἶναι φιλὸν, ἐπιβουλεύουσιν αὐτῷ ὡς φθείροντι τὴν πολιτείαν.

II. Translate into Greek:

1. In that battle more than two hundred of the Thebans were killed.

2 A wolf once took a sheep from a flock and carried it to his lair. But a lion met him and took away the sheep The wolf standing a long way off said: "Do not unjustly take away what is mine." But the lion laughed and said: "It was justly given you by a friend, was it not?"

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

N.B.—*Answer the Questions I.—III. in tabular form.*

I. 1. Decline, both Singular and Plural, *præsepe, domus, supellex, vis.*

2. Write down the nominatives and genitives singular (plural, if the singular does not exist) of the following nouns or adjectives: *cotibus, prædem, bovili, dapem, compluribus, cæta, desides, peras.*

3 Give the other principal parts of *compellere, emetiri, sentire, perimere, abscindere, exedere.*

II 1. Form the comparatives and superlatives of *diu, pulchre, feliciter, munificus, parce, egregius.*

2. Give, in the Active Voice, the 3rd person plural present indicative, the 1st person singular future indicative, and the future participle (*nom. sing. only*) of *circumire, prosternere, lædere, jodere.*

3. Mark the gender of *dens, mus, cortex, platanus, melos, specus,* and quote four *feminine* nouns of the 4th declension

III. Change the following verbal forms from active to passive, or from passive to active, without changing the persons, numbers, tenses or moods

rapuisti.	abigeris.
faciat	assuefaceret.
tolle.	lacessis.
reperies.	capti sunt.
consumpti sunt	extulit
coegit.	reperti sunt.
finxit.	fovit.

IV. Recast the following sentences, changing the construction

from active into passive in 1; from passive into active in 2; from active into impersonal passive in 3.

1. Gelu rigentem quidam colubram sustulit.
   Matrem Darii et liberos in eadem urbe deposuit (Alexander).
   Locorum squalor et solitudines inviæ fatigatum militem terrebant.
   Assensu excepere ceteri hanc vocem.
2. Sæpe tædio laboris ad vilitatem sui compelluntur ignavi.
   Eutymon Cymæus ita locutus ad eos fertur.
3. Eunt et redeunt.

V. Express in Latin:

1. To him alone. 2 Of both 3. On the top of the mountain. 4. Skilled both in the Greek and in the Persian tongue. 5. The example of the king was not imitated by the soldiers. 6. It is of importance for you not to delay. 7. *A* is the first letter. 8. I have written one letter and have received two. (Do not use *epistola.*)

VI. Express in English:

1. Multa agendo nihil agens 2. Decipit frons prima multos. 3. Pretium est operæ. 4. Verbis aliquid elevare. 5. Magna minaris. 6. Signum receptui dedit. 7. Parentare maioribus. 8. Ultima pro fide experiri. 9. In aliquem gravius consulere. 10. Aliquem consulere. Alicui consulere.

VII. Render into English, paying particular attention to the numerals:

1. Ex pecunia Babyloniæ tradita Macedonibus equitibus sexceni denarii tributi; peregrinus eques quingenos accepit.

2. Terna millia denarium singulis dari iussit; denæ vestes adiectæ sunt.

3. Octo, qui fortissimi iudicati essent, singulis militum millibus præfuturi erant, tum primum in hunc numerum copiis distributis; namque antea quingenariæ cohortes fuerant.

VIII. 1. Translate, and account for the different cases of the relative pronoun:

Tibi dico, avare, gaudium heredis tui,
Qui ture superos, ipsum te fraudas cibo,
Quem tibiarum macerat iucunditas,
Opsoniorum pretia cui gemitum exprimunt.

2. The relative pronoun often serves to introduce a clause expressive of *purpose*. Write a Latin sentence to illustrate this, and add a grammatical remark.

IX. Translate, and account for the construction of the italicised words:

1. Simul exieris *pastum* cum tenero grege,
   Aquila est parata rapere porcellos tibi.
2. Nolo *irascaris*, libere si dixero:
   Dis est iratis natus qui est similis tibi.
3. Ego granum in *hiemem* quum studiose congero,
   Te circa murum video pasci stercore.

4. Multi reges tantas opes longa ætate cumulaverant *liberis posterisque*, ut arbitrabantur, quas una hora in externi regis manus intulit.

5. Rex deserere milites insepultos erubescebat, ita tradito more, ut vix ullum militiæ tam solemne esset munus, quam *humandi* captivos.

6. Medus ad meridiem versus, minor amnis eo quem accepit, evehitur

7. Nec hoc imperium vivus amittam, idemque erit regni mei, qui *spiritus*, finis

8. Quot res *contineat* hoc argumentum utiles,
Non explicabit alius quam qui repperit.

X. 1. Point out any peculiarity that strikes you in: *repperit, promorat, periclum, parturibat, rettudit, talentum* (L millia).

2. Write historical or mythological notes on: *Gemina Ledae sidera, Menander, Zeuxis, Plutus, lector Cato, Ecbatana.*

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:

1. Ex alticinctis unus atriensibus,
Cui tunica ab humeris linteo Pelusio
Erat destricta, cirris dependentibus,
Perambulante læta domino viridia,
Alveolo cœpit ligneo conspergere
Humum æstuantem, iactans officium come:
Sed deridetur. Inde notis flexibus
Præcurrit alium in xystum, sedans pulverem.

2. Quum decidisset vulpes in puteum inscia
Et altiore clauderetur marginé,
Devenit hircus sitiens in eundem locum;
Simul rogavit: esset an dulcis liquor
Et copiosus. Illa fraudem moliens,
"Descende, amice; tanta bonitas est aquæ,
Voluptas ut satiari non possit mea."

3. Opus approbavit; sed mercedis tertiam
Accepit partem. Quum relicuam posceret,
"Illi," inquit, "reddent, quorum sunt laudis duæ.
"Verum, ut ne irate te dimissum sentiant,
"Ad cenam mihi promitte; cognatos volo
"Hodie invitare, quorum es in numero mihi."
Fraudatus quamvis et dolens iniuria,
Ne male dimissam gratiam corrumperet,
Promisit. Rediit hora dicta, recubuit.

4. Uterque prodit. Scurra degrunnit prior,
Movetque plausus et clamores suscitat.
Tunc simulans sese vestimentis rusticus,

Porcellum obtegere, (quod faciebat scilicet,
Sed, in priore quia nil compererant, latens
Pervellit âurem vero, quem celaverat,
Et cum dolore vocem naturæ exprimit
Acclamat populus scurram multo similius
Imitatum, et cogit rusticum trudi foras.

5. In disciplina quoque militaris rei a maioribus tradita pleraque summa utilitate mutavit. Nam cum ante equites in suam quisque gentem describerentur seorsus a ceteris, exempto nationum discrimine, præfectis, non utique suarum gentium, sed delectis, attribuit. Tuba, cum castra movere vellet, signum dabat, cuius sonus plerumque, tumultuantium fremitu exoriente, haud satis exaudiebatur ergo perticam, quæ undique conspici posset, supra praetorium statuit: ex qua signum eminebat pariter omnibus conspicuum: observabatur ignis noctu, fumus interdiu

6. Erubuerunt non sequi, primum amici, deinde copiarum duces, ad ultimum milites: primusque rex dolabra glaciem perfringens iter sibi fecit: exemplum regis ceteri imitati sunt. Tandem propemodum invias silvas emensi, humani cultus rara vestigia et passim errantes pecorum greges repperere. et incolæ, qui sparsis tuguriis habitabant, cum se callibus inviis septos esse credidissent, ut conspexere hostium agmen, interfectis qui comitari fugientes non poterant, devios montes et nivibus obsitos petiverunt. Inde per colloquia captivorum paulatim feritate mitigata, tradidere se regi. Nec in deditos gravius consultum.

(*Not from Text-Books.*)

7. Tarquinius deinde bello aperto regnum recuperare tentavit. Equitibus praeerat Aruns Tarquinii filius; rex ipse cum legionibus sequebatur. Obviam hosti consules eunt. Brutus ad explorandum cum equitibus antecessit. Aruns, ubi Brutum agnovit, inflammatus ira. "Ille est vir," inquit, "qui nos patria expulit; en ille nostris decoratus insignibus magnifice incedit" Tum concitat calcaribus equum, atque in ipsum consulem dirigit: Brutus avide se certamini offert. Adeo infestis animis concurrerunt, ut ambo transfixi ceciderint · fugatus est tamen Tarquinius. Alter consul Romam triumphans rediit. Bruti collegae funus, quanto potuit apparatu, fecit. Brutum matronæ, ut parentem, annum luxerunt.

II. Translate into Latin:

Then when they joined hands two Romans immediately fell dying one upon the other: the three Albans were wounded. At the fall of the Romans the Alban army shouted with joy All hope now deserted the Romans. The three Curiatii surrounded the one Horatius, who by chance remained unhurt: but as he was not a match for three, he began to flee, that he might separate his opponents When he had run some distance from the spot where they had fought, he turned and saw that one of the Curiatii was not far from him. He fell upon him and slew him He then killed the second, before the third could come to help his wounded brother.

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC · TEXT-BOOKS AND GRAMMAR

I Give the Arabic equivalents of the following verbal forms

1 Zaid was running (عدو=to run, in نصر ينصر)
2. She ran.
3 They will run (feminine)
4. Run (masculine singular)
5 He will not return (عود=to return, in نصر ينصر)
6 Will you return? (masculine plural).
7 They promised (وعد=to promise, in ضرب يضرب)
8. You promised (feminine).
9. He will promise
10 Do not promise (singular feminine)

II. Explain the following words and phrases from the اخوان الصفا :

سائس و مسوس - طعيان الانسان - اخلاقه المرضيه - وهو هيولى لصورها - من الجوارح ما يخطف الطيور من وجه الارض - ظلف مشقوق - مخاليب معقربه - مايدبّ على رجلين - صور النبات منكوسة الانتصاب الى اسفل - بسيط الارض - حركة مكانيه - اعماض العين - الحرارة العرنزية - الحيوانات المتنفّسة - لايبتغي الاوجه الله -

III. Answer *one* of the following questions

1. Give the Arabic definitions of حيوان and انسان and the Arabic names of الحواس الخمسة - الاركان الاربعة الاخلاط الاربعة and المواليد الثلثة

2. Show according to the اخوان الصفا the truth of قول حكماء الفيثاغوريين ان الموجودات بحسب طبيعة العدد ?

3 Show according to the اخوان الصفا that there are gradations in creation ascending from the lowest to the highest

IV Give the singulars and plurals of the plurals and singulars in the following words together with their meanings

اعشاش - اوكار - حيطان - اصول - سطّ - فرح - درّيه -
رعيم - تاج - حيله - حناح - حمير - ارنان

V Express the following in Arabic words Three women, six men, two women, ten women, fifteen men, eighteen women, six hundred women, two thousand men, the sixth day, the seventh night

VI Decline the following nouns in the three cases

القاضي - مسلمون - رجلان - مصابيح - كلاهما - احوك -
احي - هُدىً راضٍ - اسكندر - غلامي - دَلْوٌ

VII What are

1 علامات مضارع

2 حروف زايده used in forming derivative conjugations or ابواب مزيد فيه

3 حروف حلق - حروف علة ?

VIII 1 What is the عمل of ليس - لن - لمَ - لكنّ - انّ ?

2 Mention all the حروف جاره and حروف عطف

3 When do you drop the نون of the تثنيه و جمع (dual and plural) of nouns? Give examples

IX 1 Give examples of ضماير متصل مرفوع - ضماير متصل
ضماير منفصل منصوب and ضماير متصل مجرور - منصوب

2 Distinguish between مفعول - مفعول به - مفعول مطلق
له and مفعول معه

3 When does the agent of a verb (فاعل) take the accusative case (منصوب) ?

X Parse

1 زيد قام 2 زيد قام 3 قام زيدٌ زيد قام اخوه

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

ARABIC: TRANSLATION.

I Translate into English

ومن الحيوانات ما يدحرج كدودة الثلج ومنها ما يزحف كدودة الصدف ومنها ما ينساب كالحيّة ومنها ما يدبّ كالعقارب ومنها ما يعدو كالفار ومنها ما يطير كالذباب والبق ومما يدبّ ويمشي ماله رجلان ومنها ماله اربعة ارجل ومنها ماله ستة ارجل ومنها ماله اكثر كالدخال ومما يطير من الحشرات ماله جناحان ومنها ماله اربعة اجنحة ومشفر ومخاليب وقرون كالجراد ومنها ماله خرطوم كالبق والذباب ومنها ماله مشفر وحمة كالزنابير ومن الهوام والحشرات ماله فكر وروية وتمييز وتدبير وسياسة من النمل والنحل يجتمع جماعة منهم ويتعاونون على امر المعيشة واتخاذ المنازل والبيوت والقرى وجمع الذخائر والقوت للشتاء ويعيش حولاً وربما زاد وما كان غير هذين من الهوام والحشرات مثل البق والبراغيث والذباب والجراد وماشا كلها فانها لاتعيش حولاً كاملاً لانها يهلكها الحرّ والبرد المفرطان ثم يتكوّن في العام القابل مثلها *

II Translate into English or Hindustani

1 * سبحان ربّي وحده عزوجل * حمداً على نعماه قد شمل *
* جاء الربيع والشدا قدارتحل * ووازن الليل النهار فاعتدل *
* ودارت الايام حولاً قد كمل *
* من عمل الخير ففي الخير حصل *

2. * الا يا دار ويحك خبّريني * لماذا صار اهلك يهجرونا *
* فما نطقت ولو نطقت لقالت * لانك قد بليت وما بليتا *

3. ما عاب مدوفاً قطّ ولا عاب طعاماً قطّ بانّه مالحٌ نعمْ
حريفٌ حامضٌ ليّ و نحوه بل ان اشتهاه اكله والاتركه
سواء كان من صنع الادمي اومن صنع اللهتعالى سبحانه لان
صنعة الله لانعاب و في صنعة آلادمي كسر قلب الصانع *

III. Translate into Arabic

1. How are you? I am quite well, thank you.

2. How is your brother Mohommed and why is he not here? He is quite well, but he is not at home.

3 What are you doing? I am eating some bread and drinking some milk mixed with honey

4 Why does your dog bark so? He is baying at the moon.

5 The rat is a very small animal, the rabbit is larger, but the horse, the elephant and the camel are the largest of all animals.

IV. Translate into Arabic.

1 Most of these animals are deaf, mute, blind, dumb creatures, mere bodies without hands, feet, wings, beak or claw. They have neither feather on their bodies, nor hair, nor wool, nor scales

2. Then the fox came to the yard, caught the cock by the neck, and soon ate him up; for he was very hungry All the while the other cock stood by and crowed for joy; but the fox flew at him and ate him up also.

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. Give:

1. other Persian words for

خس خس كردن - خيك - چكمه پا كردن - نخ - جوال - پا سوز

2. the meanings of the following words or phrases and construct short sentences in Persian to illustrate the use of each:

چارفد - چه شدن - نامزد قشنگ - خاشاك ورچين - كولي گري - بسرت نگردم - قربان پيكار - هيچاً *

II. 1. Give the exact force of در - چه - م - ش - كه and تا in the following:

بخردي درم زورسرپنجه بود - چه مردان لشكر چه خيل زدان - نصيحت كسي سودمند آيدش - كه سعدي مدارا بن چه

دیدي شگفت - که بیش آمدم بر پلنگي سوار - ترش روي بهر کند سرزنش که یاران خوش طبع شریں منش - بفرمود تا هر که در بند بود بفرمانش ازاد کردند زود *

2. the derivation of برخوردار - امروز - شیرویه - وغیره

3. What Persian words are used in your text for pistol, to let loose, pensioner, skiff, to burst out laughing, passport, master of the ceremonies, head servant, nonsense, cloak, rope, slowly?

III. Give the meanings of the following couplet:

(۱) نگویم زجنگ نداندیش ترس
در آوازهٔ صلح زو بیش ترس *
(۲) چو شمشیر پیکار بر داشتي
نگهدار پنهان رهِ آشتي *
(۳) ز مستکبران دلاور نترس
وزان کو نترسد ز داور نترس *
(۴) بسرهنگ دیوان نگه کرد تیز
که نطعش بینداز و رنگش بریز *
(۵) در غایتم رشت باید کفن
که مویم چو پنبه ست و دو کم بدن *
(۶) شبي دود خلق آتشي بر فروخت
شنیدم که بغداد بیمی بسوخت *

IV. شنیدم که جمشید فرخ سرشت
بسر چشمهٔ بر بسنگي نبشت *

1. Give in simple Persian the substance of the writing alluded to.

2. Explain the allusions in the following passages:

نه تدبیر رستم در آید به بند
که اسفندیارش بجست از کمند *
بخندید کاي نرگ نادان خموش
مگر حال خصرت نیامد بگوش *

3. Write in Persian in the form of a letter to a friend a brief account of the events narrated in مجلس چهارم of the وزیر لنکران

V. 1. Paraphrase in Persian:

دو تن پرور اي شاه کهتر نواز
یکي اهل بازو دوم اهل راز *
ز نام آوران گوي دولت برد
که دانا و شمشیر زن پرورد *
هر آنکه قلم را نورزید و تیغ
برو گر نمیرد مگو اي دریغ *
قلمزن نگهدار و شمشیر زن
نه مطرب که مردي نیاید ز زن *
نه مردیست دشمن در اسباب جنگ
تو مدهوش ساقي و آواز چنگ *
بسا اهل دولت ببازی نشست
که دولت برفتش ببازي ز دست *

2. Analyse the last couplet.

3. Parse each word in the second couplet.

VI. Paraphrase:

(۱) آقا مرا تصدق بفرمائید - نفست بگیرد - وا ایستید - چه حادثه روي داده - عمل تمام است - عجب فکر کرده اید - دیگر حواسمرا بسوالهاي بیفایده مغشوش مکن - باید آنها و سایرین از ین سرّ نه حالا نه من بعد خبردار نشوند

VII. 1. Give the rules for forming امر واحد حاضر when the sign of the infinitive is preceded by ا - خ - س - ش - ف - و - ی respectively. Give examples.

2. Do you say غلامٌ علي : صاحب دل or صاحبٌ دل or علام علي State the rule and give examples.

3. Remark on the spelling of بوالهوس and بوالعجب

VIII. 1. Name four verbs which may be used transitively or intransitively.

2. Name the auxiliary verbs and show how each is used.

3. Distinguish between امر مجرد and امر مدامي

4. Give examples of هاى عطف and هاي تانيث

IX. 1. Define the terms جمله - زائد - خبر - مبتدا

2. Compose the following sentences:

جملهٔ شرطيه - جملهٔ ظرفيه - جملهٔ قسميه - جملهٔ معلله

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I Translate into Persian:

1. The Arabs, and Orientals in general, sit much more than we do. The tradesmen all sit at their work; the smith, the carpenter and the merchant, the butcher, the joiner and the spice-monger sit quietly and transact their business. They sit as tailors do, cross-legged, but with their feet doubled beneath them. They sit on their feet and say that such is the most natural and easy position. They seem to have no pleasure in motion; no man goes out for a walk; no man moves for the sake of exercise. Yet they are capable of enduring great and long continued labour. Abu Mansur travelled with us nearly forty days, during which we rode at the rate of sixteen to eighteen hours a day; and yet, though never on a horse, he was always with us at the requisite time and place. He performed the journey on foot, and was rarely far behind.

2. He said to the men whom they had just met: "My good friends, as we are not well acquainted with each other, you must go before and we will follow after." "You have no occasion to suspect any harm from us," answered one of them. "Neither do I suspect any," said Bruce; "but this is the way in which I choose to travel." The men did as they were commanded and went on in advance Bruce and his favourite companion followed after.

II. Translate into English:

(۱) شرف نسا — چرا مثل بچه حرف ميزني ؟ اين شكلها لاي كتاب موسي ژوردان بود - وقتي كتابهاش را كشوده نگاه ميكرد چشمش باينها افتاد در آورد داد بمن گفت : " ببر بدامزدت نشان بده - بگو : دختران و عروسان پاريس امسال

این قسم لباس میپوشند - سال گذشته طور دیگر لباس داشتند - سال آینده نوع دیگر لباس خواهند پوشید - در پاریس هر سال رسم لباس پوشیدن عوض مي شود" من هم آوردم دادمت - از این چه در آمد؟

نسا خانم — اے امان - آقا جان - ازین خیال بیفت - که هرگز این عمل را نمیتوان بوزیر گفت - براے اینکه خیلی وقت است میگوید: خان همیشه براے کشتن تیمور آقا پئ بهانه میگردد" - ومن خبر دارم که مکرر درینخصوص با وزیر شورکرده است - اگر وزیر محبت میانهٔ مارا بفهمد براے خیر و مصلحت خودش همانساعت میرود بخان خبر میکند - که تو بنامزد او چشم دوختهٔ - خصوصاً که خود وزیر هم خیلے از شما رنجیده است *

تیمور آقا — ضبط ولایت و خانئ پدرم کفا نش نمیکند - بقصد کشتنم هم میافتد؟ خیال خام کرده است؟

نسا خانم — البته شمارا مخل کار خود میداند - احتیاط میکند وقتي مملکت پدرت را ادعا بکني - بروے مردم در مانده بشما احترام میگذارد؟

(۲) شنیدم که جمشید فرخ سرشت
بسر چشمهٔ بر بسنگے نوشت *
بدین چشمه چون ما بسے دم زدند
برفتند چون چشم بر هم زدند *
گرفتیم عالم بمردي و زور
و لیکن نبردیم با خود بگور *
چو بر دشمنے باشدت دسترس
مرنجانش کورا همین غصه بس *

عدو زنده سرگشته پیرامنت
نه از خون او گشته بر گردنت *

(۳) درویشي را شنیدم که در آتش فاقه می سوخت و حرقهٔ بخرقه مي دوخت و تسکین خاطر خود را مي گفت ؟

"بنان خشک قناعت کنیم و جامهٔ دلق
که رنج محنت خود به که بار منت خلق *"

کسے گفتش " چه نشیني که فلان در این شهر طبعي کریم دارد و کرمي عمیم - میان بخدمت آزادگان بسته و بر در دلها نشسته اگر بر صورت حالت چنانکه هست وقوف یابد پاس خاطر عزیزان داشتن منت دارد و غنیمت شمارد"—گفت : "خاموش که در سختي و فقر مردن به که حاجت پیش کسے بردن "—

(۴) نگویم زجنگ بداندیش ترس
در آوازهٔ صلح زو بیش ترس *
بسا کس بروز آیت صلح خواند
چو شب شد سپه بر سر خفته راند *
زره پوش خسپند مرد افگنان
که بستر بود خوابگاه زنان *
بخیمه درون مرد شمشیر زن
برهنه بخسپد چو در خانه زن *
بباید نهان جنگ را ساختن
که دشمن نهان آورد تاختن *
حذر کار مردان کار آگه است
یزک سد روئین لشکر گه است *

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

HINDUSTANI. TEXT-BOOKS AND GRAMMAR.

I (۱) جب وہ مسجد مین ادا کرتے ھیں
سب نماز اپني فضا کرتے ھین *

(۲) تري آنکھون کو آؤن دیکھنے میں تو عجب مت کر
کہ ست هي عیادت اور انھین بیمار کہتے ھیں *

(۳) مومن تم اور عشق بتان اے بیرو مرشد خیر ھے
یہ ذکر اور منہ آنکا صاحب خدا کا نام لو *

(۴) زندگي زندہ دلي کا نام ھے
مردہ دل خاک جیا کرتے ھین *

(۵) اس محکمہ مین جو تجویز ھی موجہ جو فیصلہ ھی مدلل جو رائے هي حتمي واذ عاني جو حکم هي دود کا دود پاني کا پاني *

(۶) مین انکو غلطي سے اعوان و انصار بہیدی راز دار سمجھا تھا مگر واقع مین یہ سب جاسوس تھے انھون نے یہہ سلوک میرے ساتھہ کئے کہ تسمہ لگا نہین رکھا *

(۱) ابیات و فقرات بالا کا خلاصہ مطلب سلیس اردو مین تحریر کیجئے (ب) چوتھي بیت کي ترکیب کیجئے *

II. 1. رند کے استاد کون تھے ؟ کون "ھجو کہنے کے بادشاہ" تھے ؟ مثنوئ مولوی روم کے مترجم کا نام کیا هي ؟ میر حسن کے فرزندون کے تخلص کیا تھے ؟ تاریخ دستنبو کسکے تصنیف سے هي ؟

2. نقول نصوح بکّي نوبہ کونسي هي ؟ سلیم نے حضرت نبي کے نہان کا جانا کسوجہ سے ترک کیا ؟ چاندني چوک کے پادري صاحب کا حلم کسطرح ظاهر هوا ؟ کس بات پر فہمیدہ نے اپني بڑي بیٹي بعمہ سے خفا هوکر اسکو ایک طمانچہ مارا ؟

III. 1. محاورات ذیل کي تصریح کیجئے :

(۱) میرا جی اندر سے بیٹھا جاتا هي (۲) تونے همیشه اپني دیڑاینٹ کي مسجد کو همسے جدا رکھا (۳) هرچند سمجھا یا مگر اس عزیز کے کان پرجون نهین چلي (۴) بوڑھے طوطون کو پڑھانا پکي لکڑي کا لچکانا هي (۵) اسکي روح تعلقات دنیوي مین ڈانواڈول بٹھکتي هوي پھر رهي تھي کہین خدا نخواسته اسکي جان نکلجاتي تو بس دونو جهان سے گیا گزرا تھا (۶) هر دو مین بہت دیر تک لام کاف وہاتھا پائي هوتي رهي *

2. هرایک ضرب المثل ذیل کس موقع مین استعمال کئے جاتي هي ؟

(۱) کیا پدّي کیا پدّي کا شوربا (۲) گھي کہان گیا کھچڑي مین (۳) هیلي پرسرسون جمانا (۴) اونگتے کو ٹھیلتے کا بہانه (۵) انگلي کو خون لگا کے شهیدون مین داخل هونا (۶) نیکي برباد گنه لازم *

IV. نیچے لکھے هوے الفاظ کا انگریزي ترجمه رقم هو؟

صمیم قلب - تکلفات لایعني - سقیم الحال - بری الذمه - هئیت کذائي - تمتعات دنیوی - جوع البقر - جرح کرنا - خود سرلڑکا - حیز النوا *

V. 1. چھوٹے چھوٹے جملے لکھو جن سے ان اسماء کي تذکیر ویا تانیث ظاهر هو : سزا - خدمت - ذات - تعویذ - دهي *

2. ان جملون مین حرف کو کے معنے کیا هین : (۱) گھر کو جاو (۲) یه کتنے کو بیچوگے (۳) اس کو گردن مارونگا (۴) اس نے شیر کو مارا (۵) کاهیکو پکارتا هي *

VI. 1. جمع کي علامت کیا هي (۱) منادی مین (۲) حالت فاعلي مین (۳) اور باقي حالتون مین ؟

2. اسم کو صفت کیونکر بناتے هین ؟

3. چند حروف بیان کیجئے جو معني اسم تصغیر پر دلالت کرتے هین ؟

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

HINDUSTANI: TRANSLATION AND COMPOSITION.

I. Translate into Hindustani:

1. Once, a monkey was exhibited to me who was said to be a dexterous thief. In proof of this, the keeper begged me to watch him for a few minutes. Presently he led him to a spot near a date-seller, who was sitting on the ground with a basket beside him. Here his master put him through his movements; and though I could perceive that the monkey had an eye to the fruit, yet he so completely disguised his intention, that no careless observer would have noticed it. He did not at first appear to care about approaching his basket, but gradually brought himself nearer and nearer till at last he got quite close to its owner. In the middle of one of his tricks he suddenly started up from the ground, on which he had been stretched in apparent lifelessness. Uttering a cry of pain and rage, he fixed his eyes full on the face of the date-seller, and then stole as many dates as he could hold in one of his hind hands. The date-man, his attention diverted by this extraordinary gaze, knew nothing about the theft till a bystander told him of it.

2. Though nothing is more common than to hear people profess services of friendship where there is no occasion for them, yet scare anything is so hard to be found as a true friend, who will assist us in time of danger and difficulty.

II. Translate into English:

نصوح اور چھوٹے بیٹے سلیم کي گفتگو *

1. آج تو میان بي بي مین یه قول و قرار هوا اگلے دن چھوٹا بیٹا سلیم ابھي سو کر بھي نہین اُٹھا تھا که بیدارا نے آ جگایا که صاحبزادے اوٹھئے بالاخانه پر میان بلاتے هین - سلیم کي عمر اُسوقت کچھه کم دس برس کي تھي - سلیم نے جو طلب کي خبر سني گھبرا کر اُٹھه کھڑا هوا اور جلدي سے ہاتھه منه دھو مان سے آکر پوچھنے لگا امان جان تمکو معلوم هي ابا جان نے کیون بلایا هی - مان - بھائی مجکو تو کچھه خبر نہین - بیٹا - کچھه خفا تو نہین هین - مان - ابھي تو کوٹھے پر سے بھي نہین اُترے - سلیم - بیدارا تجکو کچھه معلوم هي - بیدارا - میان مین اوپر لوٹا لینے گئي تھي میان اکیلے بیٹھے هوئے کتاب پڑھه رهے تھے مین آنے لگي تو میان نے آپ کا نام لیا اور کہا که اُن کو بھیجدیجیو - سلیم - صورت سے کچھه غصّه تو نہین

معلوم هونا تها - بیدارا - نهین تو - سلیم - تو اماں جان ذرا
تم میرے ساتهه چلو - ماں - میري گود مین لڑکی سوني هي
تم اِتنا ڈرتے کیون هو جاتے کیون نهین - سلیم - کچهه پوچهین
گے - ماں - جو کچهه پوچهین گے تم اُسکا معقول طور پر جواب
دینا - غرض سلیم ڈرتا ڈرتا اوپر گیا اور سلام کرکے الگ جا
کهڑا هوا باپ نے پیار سے بلاکر پاس بٹهالیا اور پوچها کیون
صاحب ابهي مدرسے نهین گئے *

2. آي شهنشاه آسمان اورنگ
آي جهاندار آفتاب آثار *
تها مین اِک بینواے گوشه گزین
تها مین اِک دردمند سینه فگار *
تمنے مجکو جو آبرو بخشي
هوي میري وه گرمي بازار *
که هوا مجهه سا ذرهٔ نا چیز
روشناي ثوابت و سیّار *
گرچه از روے ننگ بے هنري
هون مین اپني نظر مین اِتنا خوار *
که گر اپنے کو مین کهون خاکي
جانتا هون که آئے خاک کو عار *
شاد هون لیک اپنے جیمین که هون
بادشاه کا غلام کار گذار *
خانه زاد اور مُرید اور مدّاح
تها همیشه سے یه عریضه نگار *
بارے نوکر بهي هوگیا صد شکر
نسبتین هو گئین مشخّص چار *
نه کهون آپ سے تو کس سے کهون
مُدّعاے ضروري الاظهار *

پیر و مرشد اگرچہ مجکو نہین
شوق آرایش سر و دستار *
کچھہ تو جاڑے مین چاہئے آخر
تا ندے باد ز مہریر آزار *

3. کہتے ہین کہ ایک شتر سوار اثناے سفر مین ایک مقام پر پہنچا کہ اس کو کاروانیون نے کوچ کے وقت آگ لگادي تھي - از بسکہ باد تند وزان تھي - خس و خاشاک اس جگہہ کي جلاتي جلاتي گوشۂ صحرا مین جالگي اور دور دور اس صحرا مین پھیل گئي - لالہ زار کے مانند تابان تھي اتفاقاً مار کلان اس آگ مین گھر گیا *

4. اک مرغ ہوا اسیر صیاد
دانا تھا وہ طائر چمن زاد *
بولا جب اوسنے باندھي بازو
کھلتا نہین کس طمع پہ ہي تو *
بیچا تو ٹکے کا جانور ہون
گر ذبح کیا تو مشت پر ہون *
پالا تو مفارقت ہي انجام
ڈانا ہو تو مجھسے لے مرے دام *

III. Write in Hindustani an essay on "The Horse."
گھوڑے کا بیان ہندستاني زبان مین تحریر کرو ?

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

MARATHI: TEXT-BOOKS AND GRAMMAR.

I. 1. धना परिजना घरीं तुमचिया उणें कायसें ॥
न लाभ मणिहेम भूपतिस जोडिल्या आयसें ॥
परि प्रभुहि संग्रहीं सकल वस्तुला ठेविती ॥
गुणा न ह्मणतां उणा अधिक आदरें सेविती ॥

2 उडुपा उडुसें धर्मौदार्या लाजोनि अभ्र मुरडे हो ॥
सावित्रीच्या सुयशीं न दिसे पति ह्मणुनि अभ्रमु रडे हो॥
3. मज सोसेल वशी जी न पहावे स्त्रीव्यथा नरा नीचा ॥
श्रमदा प्रमदा हृदया कथितीह कवी कथा न रानींच्या॥
4 मोहतमाच्या सागरीं॥ कवळीत शोकार्णवाच्या लहरी॥
कुसुमवाटिके माता मगरी ॥ अंचळ त्यागें जातसे ॥
5. तनू त्यागितां कीर्त्ति मागें उरावी ॥
मना सज्जना हेचि क्रीया धरांवी ॥
मना चंदनाचेपरी त्वां झिजावें ॥
परी अंतरी सज्जना नीववावें ॥
मदें मत्सरें सांडिली स्वार्थबुद्धी ॥
प्रपंचीक नाहीं जयातें उपाधी ॥
सदा बोलणें नम्रवाचा सुवाचा ॥
जगीं धन्य तो दास सर्वोत्तमाचा ॥

(a) अन्वय जोडून यां कवितेंचा अर्थ स्पष्टपणें लिहा.

(b) खलीं रेखवोढिल्या शब्दांचें व्याकरण लिहा.

II. 1. कृष्णशास्त्री चिपळूणकर याणी प्रस्तावनेंत असें लिहिले आहेत कीं "हा पुरुष पराकष्टेचा क्षमाशील मोठा-प्रामाणीक निस्पृह व निरभिमानी असा होता" साक्रेटीसाचे चरित्रांतील चारगोष्टी दाखलेचे लिहाकीं जावरून तरजुमा-कर्त्याचें म्हणणें खरें आहें असें दृष्टोत्पत्तीस येईल ॥

2. साक्रेटीस यांचें मरण कसें घडलें व अंत्यकाळीं

त्यांचे व त्यांच्या दोस्तांचेमध्ये झालेल्यागोष्टी कोणत्या तीं लिहून त्याजवरून त्यांचे चरित्र वाचणारानी जे काय बोध मनास आणावा [ध्यावा] तो टुक्यांत लिहून कळवा.

III. 1. सवाई माधवराव यांणी लोकन्यायाविषयीं कसें लक्ष्य देत होते त्याबद्दल पेशव्ये यांचे बखरांतून दोन दाखले द्या.

2. पेशव्यांचा व इंग्रज्याचा प्रथम तह केव्हां कोण प्रकारचा व कोणाच्या मारफत झाला.

3. सखाराम बापू, आनंदीबाई, त्रिंबकराव दाभाडे, हे कोण, यां बद्दल तुम्हांस जे माहीती असेल ते थोड्यांत लिहा.

IV. 1. सद्गुरु श्रीरामदासाचें भाषण तेथें घालीमनचलो नको ॥

2. जेणें तपें म्या अपरसृष्टी निर्मिली.

3. अन्यवरू वृताहि कच त्यजुनि वरी भूपपुत्र काव्यसुता ॥

वर लिहिलेल्या कवींचे वाक्यांत जी काहीं इतिहासिक व पुराणोक्त गोष्टीची सूचना असतील तीं लिहा.

V. 1. सर्वनाम म्हणजें काय? त्यांत किती वर्ग आहेत? तें लिहून त्यापैकीं कोणत्याहीं तीन वर्गाचे उदाहरण तुमच्या परीक्षेस नियम केलेल्या ग्रथांतून द्या.

2. परभू—मोती—माळ—बाजू—जाऊ या पदांस विभक्ति लावा.

3. खाली लिहिलेलीं पदें कोणत्या भाषेंतून उत्पन्न झाली आहेत.

मुजुंदार—तह—ओंजळ—गुलाव—अजागळ—तारतम्य.

VI. भूतकाळाचे प्रकार किती आहेत हे उदाहरणांसह लिहा.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

MARATHI: TRANSLATION AND COMPOSITION.

I. Translate into Marathi: [See Hindustani Translation paper, page xli.].

III. Translate into English:

1. पुढें दिवसेंदिवस बोलणें वाढत चाललें. त्या समयीं नानांनी विचार केला, "आतां गोष्ट बरी नाहीं. आपण कारभार सोडून काशीस जावें. दुसरा उपाय नाहीं. सरदार जोरावर. तेव्हां याशीं बिघडलें तर राज्याचा नाश होतो. चांगलें नव्हे. आपणच सर्व गोष्टीस तऱ्हा द्यावी ही गोष्ट चांगली." अशी मसलत करून नानांनीं आपले ठिकाणीं महायात्रेस जाण्याची तयारी केली व हरिपंत तात्यांचाही मनसोबा तसाच ठरला. इतक्या गोष्टी झाल्या परंतु कच्चा मजकूर श्रीमंतास विदित नाहीं. हीं बोलणीं मध्येंच होतात. असा दोन चार महिने घाटघातला. महादजी शिंदे श्रीमंतांस विनंति करावयास बहुत दिवस जपत होते. परंतु सवड सांपडली नाहीं. सभोंवतीं नानांची बातमी. आठही प्रहर श्रीमंतांभोंवतीं कारकून आहेत. तेव्हां बोलायास सवड ना-

हीं. पुष्कळ प्रयत्न केला. परंतु बोलावयाचा इलाज न चालला.

2. अवश्य ह्मणे नृपललना ॥ शिर आणोनि करी कंडणा ॥ सत्व पाहे कैलासराणा ॥ अंतरीं सद्गद होऊनी ॥१॥

निज सत्वाचें उखळ ॥ धरिलें धैर्याचें करीं मुसळ ॥ कांडीत बैसली वेल्हाळ ॥ निर्धार अचळ धरूनियां ॥ २ ॥

* * * तिचें पाहतां मग वदन ॥ काळवंडला रोहिणीरमण ॥ मृगशावाक्षी गुणनिधान ॥ उपमा नाहीं स्वरूपातें ॥ ३ ॥

ह्मणे कोमलांगा बाळा सुकुमारा ॥ सुलक्षणा सुशीला नृपकिशोरा सुहास्यवक्त्रा राजीवनेत्रा ॥ येवोनी उदरा धन्य केलें ॥ ४ ॥

तूं सुकुमार परमगुणवंता ॥ माझे निष्टुर घाव लागती माथां ॥ तुजवीण परदेशी आतां ॥ दुबळी भणंग झालें मी ॥ ५ ॥

3. गमो मधुर हें विष स्तवन, सेवितां माजवी ॥
करी मलिन सद्यशोमुख, हलाहला लाजवी ॥
हरापरिस तूं बरा प्रभुवरा सदा जो पिशी ॥
असा रस समर्पि त्या अमृत आपलें ओपिशी ॥ ६ ॥
प्रभो शरण आलियावरि नव्हां कधीं वांकडे ॥
ह्मणोनि इतुकेंचि हें स्वहितकृत्य जीवांकडे ॥
प्रसाद करितां नसे पळ विलंब बापा खरें ॥
घनांबु न पडे मुखीं उघडिल्याविना पांखरे ॥ ७ ॥

4. पर्वतदरींतुनी हे निर्झर मोठ्या शिळांवरी पडती ॥
तैं शुभ्र चामराचें परी फंवारे तयांतुनी उडती ॥ ८ ॥
हे तों मृणालतंतू चघळुनि करिनींच टाकिले तेथें ॥
ऐसें भासुनि सिंहां शब्दकरित हिंडताति ते येथें॥९॥

III. Write in Marathi an essay on "The Horse." घोड्या विषयीं मराठी भाषेंत एक निबंध लिहा.

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. 1. குசேலோபாக்கியானத்தின் நூலாசிரியர் யார்? அவராற் செய்யப்பட்ட வேறுநூல் யாது?

2. குசேலர் யார்? அவர் சரித்திரம் முதலில் எதிற் சொல்லப்பட்டிருக்கிறது? அச்சரித்திரத்தைப் பத்துவரிக்கதிகப்படாமற் சுருக்கி யெழுதுக.

3. "மன்னர்மணிமுடியிடறும்வார்கழற்கால்வயவேந்து" இது எந்த அரசனைக் குறித்தது?

4 சுகமுனிவர் யார்? இவரை "நற்றவச்சுகர்" என்று சொன்னதேன்?

II. 1. பஞ்சதந்திரக்கதையைத் தமிழில் வசனமாக எழுதினவர் யார்? சோமசருமன் இக்கதையைக் கற்பிப்பதற்குக் காரணம் யாது?

2. பஞ்சதந்திரங்கள் எவை? "அசம்பிரேக்ஷிய காரித்துவம்" என்றால் அர்த்தமென்ன?

3. கிருபண சருமன் கதையைச் சுருக்கி யெழுதுக. இக்கதையால் நாம் தெரிந்து கொள்ளக்கூடிய நீதி யாது?

4. சண்டகருமன், மந்தரன், இரத்தினவதி, சக்கரதரன்; இவர்கள் யார்?

III. பாற்கடலடித்தமீனப்பால்விரும்பாதுமற்ற
வேற்குமாவிரும்பினற்போலெம்பிரான்திருமுன்சார்ந்து
நாற்கதிகடக்குமின்பச்செல்வத்தைநண்ணிடாமற்
சேற்கருங்கண்ணாய்துன்பச்செல்வமோநண்ணுவேன்யான்.

1. இப்பாட்டிற்குப் பதவுரை யெழுதுக.

2. இதிலுள்ள உவமையை விளக்கிக்காட்டுக.

3. நாற்கதிகளெவை ?

4. இப்பாட்டு எந்தச் சந்தர்ப்பத்தில் யாருக்கு யாராற் சொல்லப்பட்டது ?

5. "கண்ணுய் துன்பச் செல்வமோ" இதில் வல்லினம் ஏன் மிகவில்லை ?

IV. இடம்பாடிலாமைமுகன்சாம்பியிரங்கிக்கூறுந்
திடம்பாடுகொண்டபெருங்கற்பினடேமொழிக்கு
மடம்பாடறுத்துக்கலைமுற்றுணர்வாய்மைசான்றே
னுடம்பாடிலாமையுடையானலனுயினேனே.

1. இப்பாட்டிற்குப் பொழிப்புரை யெழுதுக.

2 வாய்மை, இடம்பாடு, இவை என்ன பெயர்கள் ?

3. "கற்பினடேமொழி" இதனை எவ்வெத்தொகைகளாகக் கொள்ளலாம் ?

4. "தேமொழி" இப்புணர்ச்சிக்கு விதிகூறுக.

V. தரங்கவாரிதியில்பரந்தாமனைமாந்த
ரிரங்கும்வெண்டிரைவாவியின்மூழ்கிநந்தனத்திற்
குரங்கவார்சினைமல்கியகொழுமலர்நாளுங்
கரங்கொடன்புடனருச்சிப்பர்காலங்கடோறும்.

1. இப்பாட்டை வேறு வார்த்தைகளைச் சேர்க்காமல் வசனக்கிரமமாக எழுதுக.

2. "கரங்கொடு," "அன்புடன்;" "காலங்கடோறும்" இவற்றிற் கிலக்கணங் கூறுக.

VI அடியில் வருவனவற்றிற்கு அர்த்தமெழுதுக :—

1. வளங்கனியுமிவைமுதல வாணேரும் வாயூறி
யுளங்கனியும்வகைபழுத்தவொண்சினையதருக்களெ
லாம்.

2 குலவுதனைவிழுங்குவகைகொண்டகோட்கினமாகி
யிலகரவநாடனைத்துமிதுசமயமெனப்பரிதி
பலகதிரும்புகுத்துடற்ற.

3. கானவேன்முட்டைத்துக்காலூன்றமுடியாம
லீனமார்முள்வரங்குங்கருவியுமங்கில்லாமல்.

4. செழுந்தசைவற்றியிளைத்தயாக்கையனுய்த்திகழ்ந்தன
ன்சீர்த்தியந்தணனே.

5. இதமுறலெந்நாள்சேயாலெற்றைக்குந்துன்பம்.

VII. 1. கோறல், அழுக்கறல், உளுற்றுவனேல், நகை ; இவற்றின் பகுதிகள் எவை ?

2 ஆமான் = காட்டுப்பசு ; இதில் னகரவொற்று வந்ததற்கு விதி யாது ?

3. உய்ஞ்சிட, இது என்னபோலி ?

4 வெகுளி, நன்கு, மெல்ல, உறைகுனர், அடிகேள் ; இவை யென்ன பெயர்கள் ?

5. நீள்பரப்பு, துணிபடுகந்தை ; இவை யியல்பானதற்கு நியாயங் கூறுக.

6 ஒக்கல், அமைக்கிலாய், கேட்டி ; இவற்றிற்குப் பகுபத விலக்கணங் கூறுக.

VIII 1 சுடர்தொடீஇ, எழீஇ ;—இவை என்ன அளபெடைகள் ? இவ்வளபெடைகளுக்குப் பேதமென்ன ?

2. இலங்கேசன்,—இது என்ன சந்தி ?

3 புலியடி, ஆறலைதது, மனைக்கடை, உயர்குலம், செங்கோல் ; இவை என்னதொடர்கள் ?

4 புலியடிப்பைங்காய், கூன்குலை, குடாவடி, வாட்கண் ; இவையென்ன தொகைகள் ?

IX 1. கிரிப்பிள்ளை, சக்கரம், குதிரை ; இவற்றிற்கு இவ்விரண்டும் : குரங்கு, பாம்பு, கழுதை, இவற்றிற்கு மும்மூன்றும், பஞ்சதந்திரததி லுபயோகப்படுதியிருக்கும் வேறுசொற்களை யெடுதெழுதுக.

2. இருநிதிகள் எவை ?

3. அட்டாங்கங்கள் எவை ?

SATURDAY, 16TH DECEMBER, 2 TO 5 P M

TAMIL. TRANSLATION AND COMPOSITION.

I Translate into Tamil [See Hindustani Translation paper, page xli.]

II. Translate into English

1 (a) மைந்தர்கடமமைப்போற்றவளநிதிவேண்டுமென்றாய்
நந்தியபறவைகானநயந்துறைவிலங்குமுன்னு
வந்தபல்லுயிரகுசசேமவைப்புண்டோவருவாயுண்டோ
வெந்திடதேனும்போயொன்றிரப்பதுதானுமுண்டோ.

(b) ஒருசிறுதருமமேனுமுஞற்றிடாரிரப்போர்வந்து
தருநிகர்கரத்தாயென்றுசாற்றினுங்கொள்ளாராகிக

கருணைசற்றின்றியெல்லைகடந்திடத்துரந்துமீள்
வர்
மருவுபல்கிளையுமோம்பார்வளம்படைத்தென்பெற்
றாரால்.

(c) என்னதுயரினியுறினுமிதுகாறும்வந்தமையான்
முன்னமனைக்குரைத்தபடிமுற்றுமபோய்வருவ
லெனத்
தன்னுளத்திலெண்ணியெழீஇத்தனிநடந்துசின்
னாளின்
மின்னுமிழ்கார்முகில்பயிலுமேல்கடலின்கரையி
றுத்தான்.

2 (a) உச்சயினிபுரத்தில் வதிந்த தேவநாம வேதியன் என்போன் மனைவியோடு இல்லறம் நடாத்தும் நாளில் குழவியில்லாக் குறையால் இருவரும் ஓர் கீரிப்பிள்ளையை மைந்தனைப் போற் கருதி வளர்ப்புழி, ஒரு மகவுண்டாயிற்று. அம்மதலையை ஓர்நாள்தூங்குவித்துக் கணவனைப்பார்த்து, 'யான் உதகத்தின்பொருட்டுச் செல்லாநின்றேன்; நீர் நம் கான்முளையைப் பார்த்திரும்' என்று இங்ஙனம் வகுத்துத் தண்ணீர்க்குச்செல்ல, பின்னர் அக்குழந்தை தொட்டிலில் கண்வளர்ந்தது. அவ்வந்தணனும் ஓர் தடாக்கரும வயத்தனாய்ப் புறஞ்செல்ல, அத்தருணத்தில் ஒரு கிருஷ்ண சருப்பம் பிலத்தினின்று புறம்போந்து, தொட்டிலின்மேற் செல்லாநிற்கக் கண்ணுற்ற நகுலம் அதை அக்கணமே விரைந்து பற்றி உதறிக் கொன்று பல கண்டங் கண்டு, குருதியாற் பூசுற்ற முகத்துடனே தனது ஆற்றலைக்காட்ட விரும்பி விரைந்து துவாரமுகமாக வருகையில், வந்த பார்ப்பனி செந்நீரால் நிறைந்த அதன் வதனத்தைப் பார்த்தவளவில், அது தன் பிள்ளையைக் கடித்து மடித்ததென்று உள்ளித துணுக்குற்று நீர்க்குடம் சிதைவுறும்படி அதன் தலைமேற் போட்டுக் கொன்று, உடனே உட்புகாநிற்கையில், மகன் உறங்குதலையும் அருகே கரும்பாம்பின் துணிக்கைக் குவையையுங் கண்டு, 'அந்தோ! கெட்டேன், யான் என் அருங்குழவியை நன்கு ஆராய்வின்றிக் கொலைசெய்தேன்' எனச்சோகமுற்று வீழ்ந்தாள்.

(b) நரி சுவரைத்தாண்டமாட்டாமையால் சுவரில் துள்ளி யேறி மற்றப்பக்கங் குதித்தது.

(c) அந்தப் பிள்ளைகள் தங்கள் பாடங்களைப் படிததுமுடிக்கும்வரையில் விளையாடப்போனதை நான் என்றும் பார்த்ததில்லை.

III. Write in Tamil an essay on "The Horse."

குதிரையைப்பற்றித் தமிழில் ஒரு வியாசம் எழுதுக.

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. భాస్కరకవు లెంద ఱున్నారు? వారెవరు? వారిలో నెవరి నిబట్టి యీ రామాయణమునకు భాస్కర రామాయణ మని పేరు వచ్చినది? ఈ రామాయణములో భాస్కరకవులు తెలిఁగించినభాగము లేవి?

2. మీరు చదివిన బాలకాండ మెవ్వనిచే నాంధ్రీకరింపఁబడినది? అతఁడే కాలమునం దుండినవాఁడు?

II. ఈ క్రిందివానికి మీ మాటలతో దండాన్వయమును వ్రాయుఁడు:—

1. ఘనులారాజన్యసూనుల్గనిరెదురఁగృతాకాశగంగాపరిష్వం
గనురంగత్తుంగభంగగ్గలితజలవిహంగసదాశంభుసంగ
మునిగేహోపాంతరంగ్గ మురహరపదసంభూతపూతాంబుసంగ
జనతాంహోభంగచంగ్గ సగరనృపసుతస్వర్గసోపానగంగ.

2. సురుచిరసరిదురుకమలాకరనిర్ఝరశిశిరసలిలకణగణయుతభా
సురతరసరసిజకువలయపరిమళపరిమిళితమలయపవనము లొ
లయ.

3. నక్షత్రంబు లన్నియుఁ బాంథులప్రాణంబు లపహరించి మించి చరించెడిపతి తమ కేల యని చంద్రుని విడనాడుభంగిఁ గ్రమంబుగ నస్తమిల్లు చున్నయవి. చంద్రుండు తా రాత్రించరుం డవుటం జేసియుఁ జక్రద్వేషి యగుటంజేసియుఁ జక్రదర్శనంబునకు హరిరాకకుం జంకి పఱచి పాతాళంబుఁ జేరఁ జనె ననఁ బశ్చిమ సముద్రంబునఁ గ్రుంకె.

III. 1. ఈ క్రిందిప్రయోగములలోఁ గలవిశేషములను జూపుఁడు—తొఁజాగునకోర్చి, వేఁడగుచు, కప్పడియున్నె, కనిపెట్టుకయుండిన వారు, ఎట్టిఁడగునట్టిని.

2. తైలము భగ్గునన్నెగసి—నెగయునకు రూపాంతర మేమి? మఱి యేశబ్దముల కిట్టిరూపములు వచ్చును?

3. తయారుపడన్, అగత్యమైన,—ఇట్టిపదములను గావ్యములందుఁ బ్రయోగింప వచ్చునో రాదో సహేతుకముగాఁ దెలుపుఁడు.

IV. 1. లేమిని స్తుతిపాఠంబు లేమిని గాన రావు—ఇందు రెండవలే మినిగూర్చి సాధుత్వాసాధుత్వంబులు విచారింపుఁడు.

2. మీరు మాట్లాడుదామోదరుండు—మాట్లాడనురూపము సాధువా? అసాధువా? బహువచన లకారము పరమగునపు డెట్టిపదముల యే యక్షరములు సంయుక్తము లగును? ఎట్టివి కావు?

3. నాళీకగర్భనిర్భరానందపాత్రంబు—ఇందలి యర్థసందర్భము నుగూర్చి సహేతుకముగా మీయభిప్రాయమును వ్రాయుఁడు.

4. నీ వింతగ వింతగ విచారింప నవసరంబు లేదు—అవసరం బనునది యిక్కడ నేయర్థమునందు వాడఁబడినది? దానినరియయిన యర్థ మేమి?

V. 1. మిత్రమాపదిజానీయాత్, అత్యుచ్ఛ్రయః పతనహేతుః,—ఈ సంస్కృత లోకోక్తులకు ప్రతిపదార్థముల్వ్రాసి యవి యే సందర్భమున నెవ్వరిచే నుదాహరింపఁబడినవో తెలుపుఁడు.

2. ఇంటఁ దిని యింటివాసములు లెక్కించె,—ఈ లోకోక్తి మీ పుస్తకమున నే సందర్భమున వచ్చినదో చెప్పి యే కథనుబట్టి యీ సామెత గలిగినదో వివరింపుఁడు.

3. గొంతెమకోర్కులు—ఈపదమున కర్థ మేమి? ఏ కారణము నుబట్టి యీ యర్థము వచ్చినది?

VI. 1. హార్యక్షము, జాహ్నవి, అగాధము, అవనీజము, షట్పదము, తలోదరి, కింకరులు, పుత్రుఁడు,—ఈపదముల వ్యుత్పత్త్యర్థములు వ్రాయుఁడు.

2. ఈ లతకూన పున్నాగ పరీరంభ మాచరించి; కువలయమిత్రుం డని ప్రఖ్యాతిని వహించునాకు జగంబుపగలుడిపికొను టెంత పని; ఇనుండు కాలచోదితుండై భీకరశత్రురాజకరవిదళితతీవ్రప్రతాపుండై యాశలు దిగనాడి పశ్చాన్ముఖుం డయ్యె.—ఇందలి శ్లేషార్థములను వివరింపుఁడు.

3. కరుణ and కరుణము, పరీతము and విపరీతము, నీరు and నీఱు—వీనికిఁ గలయర్థభేదమును జెప్పుఁడు.

VII. 1 నృపశార్దూలుఁడు—శార్దూలశబ్దమున కర్థ మేమి? ఇక్కడ నేయర్థమునఁ బ్రయోగింపఁబడినది? మఱి యే యే పదము లెప్పుడీయర్థమునఁ బ్రయోగింపఁబడును?

2. నూఱుచందాలను—చందాలను-దీని రూపాంతర మేది? ఇట్టి రూపము లెప్పు డెప్పు డెట్టిపదములకు వచ్చును?

3 నన్నిట్లు నోనాడ,—నోనాడ ననుదానిని పదవిభాగము చేసి, అందలి మొదటిపద మేధాతువుయొక్క యేరూపమో దానిరూపాంతరము లేవో చెప్పి, అట్టిరూపములు గలధాతువు నింకొకదానిని బేర్కొనుఁడు.

VIII. 1 గృహస్థునిఁ బంచమహాపాతకంబులు బానిసగఁ జేసికొని—పంచమహాపాతకము లేవి?

2 లగ్నాష్టకములు, గౌరీకళ్యాణములు,—అనఁగా నేమో వివరింపుఁడు.

3. మూర్ఛనలు ప్రకాశింపంజేయుచు—మూర్ఛన లనఁగా నేమి?

IX. 1. తలఁబ్రాలు వ్రాసికొనిరి—తలఁబ్రా లను సమాసమునందు దేనికి లోపము రాలేదో చెప్పి, యిట్టివి మఱి నాలు గుదాహరణము లిండు.

2 కుశనాభుం డనఁ బరఁగెడు రాజర్షి గనియె ఘృతాచివలన నూర్వుర సుతులన్—ఇక్కడ వలన ప్రత్యయ మేయర్థమున వచ్చినది? ఈ ప్రత్యయము మఱి యే యర్థములయందు వచ్చును?

3. ఆడుచుఁ బాడుచు నుండ నత్తఱిన్—ఆడుచున్, ఉండిన్, అను క్రియాజన్యము లగునవ్యయముల పేరు లేవో చెప్పి క్రియాజన్యములయిన యితరావ్యయముల నామములను వానిలక్షణములను వ్రాయుఁడు.

X. 1. చేఁపలతండము ల్సాగను జింకలగుంపులు గూర్మసంఘముల్ ద్వీపి సమూహము ల్పారయ వే భయమయ్యయిచోట్ల!—ఇవి యేయే చోట్ల భయమును బొందును?

2. ఇడుమల నెగ్గులాడెదరు హింస్రము లందు వివేకహీను లై యిడుమలె లేక యున్నఁ దమ రెట్టు లెఱింగెదరో సుఖస్థితుల్—ఈ యర్థమును స్థాపించుటకేమి నిదర్శనము చెప్పఁబడినది ?

3. అమితము కంధి దాఁచుకొనునంబువు నీలము ఘోర మయ్యె మేఘములకు నిచ్చినట్టిది యకల్మషము న్మధురంబు—ఈ దృష్టాంతముచె చూపఁబడిననీతి యేది ?

XI 1. తపము సలుపంగ నటకు గాంధర్వి యైన యూర్మిళాపుత్రి సోమద పేర్మివచ్చి—ఇది యే పద్యమో చెప్పి గణవిభజనము చేసి యతు లను జూపుఁడు.

2. మానిని, కందము,— వీని లక్షణములను జెప్పి, అవి జాత్యుప జాతి వృత్తములలో వేనిలోఁ జేరినవో తెలుపుఁడు.

SATURDAY, 16TH DECEMBER, 2 TO 5 P M.

TELUGU: TRANSLATION AND COMPOSITION.

I. Translate into Telugu: [See Hindustani Translation paper, page xli.]

II. Translate into English.

1. కడుముదమారవిష్ణుఁ బొడగాంచి జనార్దన భూరివైభవం
బడర విరోచనాత్మజుఁడు యజ్ఞముసేయుచు నెవ్వరేమి త
న్నడిగినవారికెల్ల నఖిలాభిమతంబుల నిచ్చుచున్నవాఁ
డడఁకువలేక నాఘనుని యజ్ఞసమాప్తికి మున్నువచ్చినన్.

2. కనులనునిప్పుకల్గురియఁగాఁబయివచ్చుమహోగ్రకోపియుం
దనకడనోరుపున్నయెడఁ దత్క్షణమం దెప్రశాంతుఁడయ్యెడున్
ఘనమగుధూళితోడ వడగాడుపు భీకరభంగి వీచి చి
క్కనితడి వట్టివేళ్లతడికంబడి చల్లనగాదె మిత్రుఁడా.

3. బెడిదములాడుచుండినను బెట్టుడు నేలికఁగూర్మి సేవకుల్
విడువరు పెట్టుకున్నతఱి వీడుదు రేమియు నాడకుండినన్
బిడుసలురాల్చినన్విడిచి పెట్టవు చాతకముల్ ఘనాఘనం
బెడఁదలనిచ్చగించునె భజింపశరచ్చరదంబు మిత్రుఁడా.

4 ఒకనాఁడు దామోదరుండు తా సింహాసనమెక్కుటయుఁ దన యాజ్ఞానుసారంబుగఁ గార్యంబు నడుచుటయుఁ గలలోనివార్తగ భావించి దానియాథార్థ్యముంగూర్చి సంశయింప నారంభించి యొక సమయంబునఁ దనలోఁ దానిట్లుచింతించెను నేను నిజంబుగ సార్వభౌముఁడ నగుదు నేని యీ కట్టుబట్టలతో కుటీరంబున నాటి కేలవచ్చితి? నాచుట్టును యువతీజనంబును బరిచారకులును బరివేష్టింప కుండుటకుఁ గారణంబెద్ది? నాకుఁ బాధాభివందనంబు సేయ నాముఖ్యామాత్యుఁడగు సుధీరంజనుఁడును దక్కుంగల సామంతమంత్రిజనంబులును దదితరదేశాధిపతులును నన్నిట్టి యాపత్సమయంబున నెంటిగ నేల విడనాడుదురు

5 అట విదర్భరాజు తనయల్లుఁడుఁ గూఁతురు నడవికిఁ బోకకుఁగడు నడలి బ్రాహ్మణులఁ బలువుర రావించి తనివి దీఱఁగ ధనము నెసంగి విప్రులారా, నలదమయంతుల వెదకుండు వెదకి వారల దోడ్తెచ్చినవారికి గోసహస్రంబున నేకాగ్రహారంబుల నెసంగువాఁడ మఱియు వారిం దోడ్తేరనేరక యెఱింగివచ్చి తద్వృత్తాంతంబు చెప్పినను వారికి వేయిమొదవుల నిచ్చెదనని పెక్కండ్రం బుత్తెంచుటయు నందఱుం బురరాష్ట్రాదులం దిరిగి నైషధుం దమయంతిఁ గానక మగిడివచ్చిరి అందు సుదేవుఁ డనువాఁడు దేశములనెల్లం గ్రుమ్మరుచుఁ జేదిరాజధాని కరిగి పుణ్యాహవాచన సమయంబున నచట విప్రులతోడ నగరుసొచ్చి సునందచెంగటం గూర్చున్న దమయంతిం గాంచె.

III Write in Telugu an essay on "The Horse." గుఱ్ఱము ను గుఱించి తెలుఁగులో నొక వ్యాసము వ్రాయుఁడు

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE TEXT-BOOKS AND GRAMMAR

I 1 భారత కథయు యారిందే యారిగే హేళల్పట్టితు ?

2. త్రిపురదహనద కథయు భారతదల్లి హ్యాగే బంతు ?

II 1 కేళగిన పద్యద అర్థవు విశదవాగి తిళయువ హాగే సుల భశైలియింద బరెయిరి :

ఆడలరియదే బరిదే స్యైన్యవ
కూడి హలబర కొలిసి బలవ

ಕ್ಕಾಡೆ ಕುರುಪತಿ ಕಟ್ಟುವಡೆಯನೆ ಕಳನ ಮಧ್ಯದಲಿ ।
ಆಡಿದಾತನು ಗೆಲವನರಸಗೆ
ಮಾಡಿದಾತನೆ ಸಾಕು ಪಾರ್ಥನ
ಕೂಡೆ ವಿಗ್ರಹವೇಕೆ ತೆಗೆ ಮರಳೆಂದನಾ ಶಲ್ಯ ॥

2. ಈ ಪದ್ಯಾರ್ಥಕ್ಕೆ ಪ್ರತಿ ಪದಾರ್ಥವನ್ನು ಕೊಡಿರಿ :

ಅಮಿತ ರೋಷ ವಿಧೂತ ಪಾಣಿ ।
ಭ್ರಮಿತ ಶರತತಿ ವಿಸ್ಫುಲಿಂಗಾ ।
ಕ್ರಮಿತ ಭುವನತ್ರಯರು ಕಾದಿದರರಸಕೇಳೆಂದ ॥

III. ಕೆಳಗಿನವುಗಳ ಅರ್ಥವನ್ನು ವಿವರಿಸಿರಿ :

1 ಕಾವುವರು ಬೆಂನಿನಲಿ ಗೆಲುವರು
ಪಾದದಲಿ ಪರಬಲವ ನಿರಿವರು
ಬೀದಿಯಲಿ.

2. ಜೈನದೀಕ್ಷೆಯ ಹಿಡಿದರೆಂನ ಸ
ಮಾನ ಸುಭಟರು.

3 ಬಾಲನೆಂಬೆನೆ ।
ಮೇಲೆ ಫಲಿತದ ಬೀಡು ಬಿಟ್ಟಿದೆ.

IV. 1 " ಸೀಸವೇ ರವಿಕಾಂತವಾಗಿ ದಿ ।
ನೇಶನನು ಕೆಣಕಿದಪೊಲಿಂದವ ।
ನೀಶನೀತನ ನಂಬಿ ಕೆಟ್ಟನು ಕೆಟ್ಟನಕಟೆಂದ. " ॥

ಇದರಲ್ಲಿರುವ ಉಪಮಾನವನ್ನು ವಿಶದೀಕರಿಸಿರಿ.

2 " ಕೋಡಗದ ಮೊಗಸಿರಿಗೆ ಕಾವಲಿ ।
ಯೋಡು ಕಂನಡಿ ಯಾಯ್ತು. "

ಇದು ಯಾವ ಸಂದರ್ಭದಲ್ಲಿ ಬಂದಿರುತ್ತದೆ ? ಇದರ ತಾತ್ಪರ್ಯ ವೇನು ?

3. " ಮಕ್ಕಳು ।
ತಾಯಿಗಾಗದೆ ಕೆಟ್ಟರೆಂಬದು ತಪ್ಪದಾಯ್ತಿಲ್ಲಿ. " ॥

" ಇಲ್ಲಿ " ಅಂದರೆ ಯೆಲ್ಲಿ ? ಮೇಲಿನ ವಾಕ್ಯದ ಅಭಿಪ್ರಾಯ ವೇನು ?

" ನಿಂಮರಿ ಭಟಗೆ ನಾಲ್ಕಿಲ್ಲಕ್ಕೈ ಕಂಣಿಲ್ಲ ನೊಸಲಿನಲಿ " ॥
ಅಂದರೇನು ?

V. 1. ಬೌದ್ಧಾವತಾರವನ್ನು ಕುರಿತು ನೀವು ಪೋದಿದ ಪದ್ಯಕಾವ್ಯದಲ್ಲಿ ಯೇನು ಹೇಳಲ್ಪಟ್ಟಿರುವದು ?

2. " ವಿಕಾರ ವಿಪ್ರನ ಕಾಳುಶಾಪದ ಫಲವಲಾ ಸಂಪ್ರಾಪ್ತ ವಾಯ್ತೆಂದ. "

ಆ ವಿಪ್ರನು ಯಾರು ? ಆತನು ಕೊಟ್ಟ ಶಾಪವೇನು ? ಅದರ ಫಲ ಹ್ಯಾಗೆ ಸಂಪ್ರಾಪ್ತವಾಯಿತು ?

3. " ಹೆಗೆಯನೇ ಕೊಂಡಾಡಿ ಸ್ವಾಮಿಯ
ಬೆಗಡು ಬೆಳಸಿ ತದೀಯ ಸುಭಟರ
ನಗಡುಮಾಡಿ ವೃಥಾತ್ಮ ಕುಕ್ಷಿಂಭರಿತರೆಂದೆನಿಸಿ ।
ಹೊಗಳಿಕೆಗೆ ಹೊರಗಾದ ರೈವರು
ವಿಗಡರದರೊಳಗಳಿದ ರೀರ್ವರು
ಹೆಗೆಗಳುಳಿದಿರಿ ಮೂವರೆಂದನು " ..... ॥

ಐವರು - ಈರ್ವರು - ಮೂವರು - ಯಾರ್ಯಾರು ?

4. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಸೂಚಿತವಾದ ಪೂರ್ವಕಥೆಗಳನ್ನು ಸಂಕ್ಷೇಪವಾಗಿ ಹೇಳಿರಿ :—

(a) " ವಜ್ರ ಕೀಟೋ ।
ತ್ಕರವ ಕಳುಹಿದರೆಂನ ತೊಡೆಗಳ ನುಗಿದುವನ್ನು. " ॥

(b) " ಭೂತನಾಥನ ಕಡುಹ ತಡೆದಭಿ ।
ಜಾತರಲ್ಲಾ ತಾವು. "
ಯಾರು ?

VI. 1. ಧರ್ಮವರ್ಮಚರಿತದಿಂದ ಮೂರು ನೀತಿಗಳು ತಿಳಿಯ ಬರುವದೆಂಬದಾಗಿ ಆಕಾವ್ಯದಲ್ಲಿ ಹೇಳಲ್ಪಟ್ಟಿದೆ - ಆ ನೀತಿಗಳ್ಯಾವವು ?

2. " ಕಾಕತಾಳೀಯನ್ಯಾಯ ", " ಘುಣಾಕ್ಷರನ್ಯಾಯ " - ಈ ನ್ಯಾಯಗಳನ್ನು ವಿವರವಾಗಿ ಹೇಳಿರಿ.

3. " ನರಪಂಚರಾತ್ರಂ ", " ಗೋಮುಖವ್ಯಾಘ್ರನು " - ಇವುಗಳ ಅಭಿಪ್ರಾಯವೇನು ?

4 ಕೆಳಗಿನವುಗಳ ಭಾವಾರ್ಥವನ್ನು ಹೇಳಿರಿ :

(a) " ಗಿಡ ಕೆಡುವಕಾಲಕ್ಕೆ ನಾಯಿ ಸೆಡೆ ಮೊಳಯಿತು."

(b) " ಜಲ ಬುದ್ಬುದಕ್ಕೆ ಗಂಟು ಹಾಕುವನು."

(c) " ಹೊಳೆಯಲ್ಲಿ ಕೊಚ್ಚಿಕೊಂಡು ಹೋಗುತ್ತಿರುವವನಿಗೆ ಹರಿಗೋಲಿನಾಧಾರವು ಸಿಕ್ಕಿದಂತೆ."

VII ಈ ಪದ್ಯಾರ್ಥವನ್ನು ಗಣಗಳಾಗಿ ವಿಂಗಡಿಸಿ ಪ್ರತಿಯೊಂದು ಅಕ್ಷರಕ್ಕೆ ಎಷ್ಟುಮಾತ್ರೆ ಯೆಂಬದನ್ನು ತೋರಿಸಿರಿ :—

ರಾಯನನುಜನ ಹರಿಬದಲಿ ರಾ ।
ಧೇಯ ಹೊಕ್ಕನು ಸ್ವಾಮಿದ್ರೋಹರ ।
ಕಾಯಿದರೆ ಕೈಕೊಳ್ಳ ದೌಷಧವಾವು ದಿವದಿರಿಗೆ ॥

VIII. 1. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ವ್ಯಾಕರಣ ವಿಶುದ್ಧವಾದದ್ದೇನಾಗಲಿ ಬೇರೆ ದೋಷವೇನಾಗಲಿ ಇದ್ದರೆ ಸೂಚಿಸಿರಿ :—

(a) " ಸೂರಧಿ ಶೋಕಿಸುತ ಗುರು ।
ನಂದನನ ಕೊಂಡೊಯ್ದು ನಿತ್ತಲು ।
ಸಂದಣಿಸಿ ತತಿರಥರು ಸೌಬಲಶಲ್ಯ ಮೊದಲಾಗಿ ॥"

(b) " ಅದಕ್ಕೆ ಬಡಕಲ ಕಡೆಯಲ್ಲಿ ಒಂದಗ್ರಹಾರ ವಿರುವುದು."

(c) " ನಾನು ಕನಸಿನಲ್ಲಾದರೂ ಈ ಗಿಳಿಯಿಂತಪಕೀರ್ತಿ ಗೊಳಗುಮಾಡುವುದೆಂದು ನೆನೆದವನಾಗಿದ್ದರೆ ಇಂತೀ ದುರವಸ್ಥೆಯು ಬರದೆಯೇ ಇರುವದು."

(d) " ನಾಳೆಯ ಹೊತ್ತು ಗ್ರಾಮದರೈತರು ಹೊಸಬೆಳೆಯಂ ಬೆಳೆಯಿಸಿ ರಾಯನಿಗೆ ಕಾಣಿಕೆ ಕೊಡುವರು."

(e) " ಅದರ ಬೆಲೆಯಾದ ನಾನೂರು ನಿಷ್ಕಂಗಳಂ ನಿಮ್ಮಿಂದ ತೆತ್ತಿಸದೆ ಬಿಡೆನು."

2 ತುರುಗಾಹಿ, ನಿಟ್ಟುಸುರು, ಈರೇಳು, ಹಡತಲೆ - ಇವುಗಳ ಪೂರ್ವಪದ ಪರಪದಗಳನ್ನು ತೋರಿಸಿರಿ.

3. ಕಣಿಗಿಸೆ - ಯಾವ ಸಮಾಸ ?

4. ಚಮ್ಮಟಿಗೆ, ಬಿಂನಾಣ, ಆಣೆ, ನೇವುರ, ಸೊಸೆ, ಜಾವ - ಈ ಪದಗಳ ತತ್ಸಮ ರೂಪಗಳ್ಯಾವವು ?

IX, ಈ ಶಬ್ದಗಳ ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ :—

ವಳಿತ, ದಕ್ಷಿಣಾರು, ಕಾಳರಾತ್ರಿ, ಹಳಚು, ಹೊಣಿಗ, ಕಸರಿಕೆ, ಕಡಂದುರು, ಅಂಗವಣೆ, ಹೊದಕುಳಿ, ಹೊನಲು.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

KANARESE : TRANSLATION AND COMPOSITION.

I. Translate into Kanarese: [See Hindustani Translation paper, page xli.]

II. Translate into English:

1. ತೃಣಕೆ ಕೊಂಬೆನೆ ಫಲುಗುಣನ ಕಣೆ
ಗಿಣಿಯ ನಾಸಾರಥಿಯ ಕೈವೆಯ
ಗುಣವಲೇ ಗರುವಾಯಿ ಗೆಡಿಸಿತು ನಮ್ಮ ಮೋಹರವ ।
ರಣದೊಳೆ ನಗತಿಶಯದ ಸಾರಥಿ
ಮಣಿದ ನಾದರೆನಾಳೆ ಹೆಣನೌ
ತಣದಲುಣಬಡಿಸುವೆನು ಜಂಬುಕಕಾಕ ಸಂತತಿಗೆ ॥

2. ಖೂಳನೆಂಬೆನೆನೀ ಸಮಸ್ತಕ
ಳಾಳಿ ನಿಪುಣನು ಬಾಲನೆಂಬೆನೆ
ಮೇಲೆ ಫಲಿತದ ಬೀಡುಬಿಟ್ಟುದೆ ಹಾ ಮಹಾದೇವ !
ಹೇಳಂ ಹೇಳನ್ನೊವ್ಮೆ ನುಡಿನುಡಿ
ಕೇಳುವೆನು ಕಿವಿಯಾರೆ ಕರ್ಣನ.
ಕಾಳಗಕೆ ನಾವ್ ಸಾರಥಿಗಳೇ ಶಿವಶಿವಾಯೆಂದ ॥

3. ಘಾಯ ವಡೆದರು ಘಾಸಿ ಯಾದರು
ಬಾಯೊಳೊಕ್ಕುದುರಕುತ ಮುಕ್ಕಳು
ತಾಯಿಗಾಗದೆ ಕೆಟ್ಟರೆಂಬುದು ತಪ್ಪದಾಯ್ತಿಲ್ಲಿ ।
ನಾಯಕರು ಹೆಲರಳಿದು ಹರಿದರು
ಹಾಯಿದರು ಹೊಣಿಗರು ಹರಿಹಂ
ಬಾಯಿತಿಪ್ಪತ್ತೈದು ಸಾವಿರ ವರಮಹಾರಥರು ॥

4. ಆ ಬೇಡನು ನಾಯಿಯನ್ನು ಮುತ್ತಿಟ್ಟು, ಎಲೆಗ್ರಾಮ ಸಿಂಹವೇ! ನಿನ್ನನ್ನು ಒತ್ತೆಯಿಟ್ಟು ಈ ಸೆಟ್ಟಿಯಲ್ಲಿ ಐನೂರು ನಿಷ್ಕಂಗಳಂ ತೆಗೆದು ಕೊಂಡೆನು. ನಾನು ಆ ಋಣವನ್ನು ಬಡ್ಡಿಯೊಡನೆ ತಂದು ಆತನಿಗೆ ಕೊಡುವವರೆಗೂ ಆತನಪ್ಪಣೆಗೆ ಒಳಪಟ್ಟುಪ್ರವರ್ತಿಸು, ಎಂದು ಹೇಳುತ, ಇಂತ ಹೆಕುನ್ನಿಯನ್ನು ಪರರ ವಶಮಾಡಬೇಕಾಯಿತಲ್ಲವೇ ಎಂದು ಕಂಬನಿಯನ್ನು ಬಿಡುತ್ತ ಕೊಂಚಹೊತ್ತು ನಸುಮಿಸುಕದೆ ನಿಂತಿದ್ದು ಬಳಿಕ ಸೆಟ್ಟಿಯನ್ನು ನೋಡಿ, ಅಯ್ಯಾ! ಇದು ನನ್ನ ಪ್ರಾಣಪದವಾದ ನಾಯಿ, ನನ್ನ ಕಾರ್ಯಗೌರವಕ್ಕಾಗಿ ನಿನಗೊತ್ತೆಯಿಟ್ಟೆನು. ಇದರಲ್ಲಿ ಚೆನ್ನಾಗಿ ಪರಾಮರಿಕೆ ಗೊಳ್ಳುತ್ತಿರಬೇಕು. ಇದಕ್ಕೇನಾದರೂ ತೊಂದರೆ ಸಂಭವಿಸಿದೊಡೆ ನಿನ್ನ ದ್ರವ್ಯವು ನಿನಗೆ ಸೇರದೆ ಹೋಗುವುದೇ ಅಲ್ಲದೆ ಬ್ರಹ್ಮಹತ್ಯೆಗೆ ಕೂಡ ನೀನು ಭಾಗಿಯಾಗಬೇಕಾಗಿ ಬರುವುದು—ಎಂದು ಆತನಿಂದ ಅಪ್ಪಣೆಯಂ ಪಡಕೊಂಡು ತನ್ನ ನಿವಾಸಕ್ಕೆ ಹೋದನು.

III. Render into idiomatic English :

1 ಕೋಪವು ಪಾಪಗಳ ತೌರಮನೆಯಾಗಿದೆ.

2 ನನ್ನಂತಹ ಪಾಪಾತ್ಮನಿಗೆ ನಿನ್ನಂತಹ ಉತ್ತಮ ವಸ್ತುವು ದಕ್ಕುವುದೇ ?

3. ಲೋಕದೊಳು ಯಾರಿಗಾದರೂ ಕೃತಘ್ನನಿಗೆ ಮೇಲುಂಟೂಗಲುರದೆಂಬುದು ನಿಶ್ಚಯವು. ಹಾಗಲ್ಲದ ಪಕ್ಷದಲ್ಲಿ ನನ್ನ ಕೆಲಸವು ನೆರವೇರದೇ ಹೋಗುವುದೇ ?

4 ನಾನು ಕನಸಿನಲ್ಲಾದರೂ ಈ ಗಿಳಿಯಿಂತಪಕೀರ್ತಿಗೊಳಗೆ ಮಾಡುವುದೆಂದು ನೆನೆದವನಾಗಿದ್ದರೆ ಇಂತೀ ದುರವಸ್ಥೆಯು ಬರದೆಯೇ ಇರುವುದು.

IV Write in Kanarese an essay on "The Horse."

ಕುದುರೆಯನ್ನು ಕುರಿತು ಕನ್ನಡದಲ್ಲಿ ಒಂದು ಉಪನ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ.

SATURDAY, 16TH DECEMBER, 10 A M. TO 1 P M.

MALAYALAM TEXT-BOOKS AND GRAMMAR.

I 1. ചാണക്യസൂത്രത്തിന്ന മുദ്രാരാക്ഷസം എന്ന പേര പറ

വാൻ കാരണമെന്ത ? ആ പേരിന്നു അന്വർത്ഥത നിങ്ങളുടെ പുസ്തകത്തിലെ കഥകൊണ്ടു സിദ്ധിക്കുന്നുണ്ടോ ; ഉണ്ടെങ്കിൽ എങ്ങിനെ?

2. പതിന്നാലു വൃത്തം പുസ്തകം നിർമ്മിച്ചത ആര ? അതിലെ കഥ ഏതു പുസ്തകം ഏത ഘട്ടത്തിൽ നിന്നു എടുത്തതാകുന്നു ?

3 പാടലീപുത്രം എന്ന പേരിന്റെ അർത്ഥം എന്ത് ?

II. 1. താഴെപറയുന്ന വാക്കുകളുടെ അർത്ഥം എഴുതുക :—

കന്മകരൻ	കുമ	നീർപണ്ടം പ്രജിതം
അന്തരം	ചമയം	ജന്മാന്തരം സാധയാമി
കൊട്ടരം	മുഖവാസന	ചുക്കിരി പ്രണതശിവങ്കരി
അമൂലക്രിയ	പുക്കലം	ചൊല്ലുകറി മത്തകാശിനി.

2 ഇവയിൽ ഒടുവിലത്തെ രണ്ടു വാക്കുകളെ വിഗ്രഹിക്കുക. കൊട്ടരം, ചുക്കിരി-എന്ന വാക്കുകളുടെ തത്സമങ്ങൾ എഴുതുക.

III. 1. താഴെ കാണിക്കുന്ന ഉപപദികളുടെ ഏകദേശാർത്ഥത്തിൽ നിങ്ങളുടെ പുസ്തകത്തിൽ കണ്ടെത്തിയ ശ്ലോകങ്ങളെ ഓർമ്മയിൽ നിന്ന എഴുതുക.

(a) ആസ്ഥധാർത്തരാഷ്ട്രനും വരും പാർത്ഥനും വരുമിപ്പൊൾയാ പടക്കെന്നെക്കൊണ്ടു പോവതിന്നായെ.

(b) പാതക ഹരങ്ങളാം തീർത്ഥങ്ങളാടിക്കൊൾക
പാരിനാടി നിക്കിട്ടുമെന്നതു ഭാവിക്കേണ്ട.

(c) ബലവാൻ തന്നാലടിയുകതനായ്ച്ച മഞ്ഞോരു
ബലഹീനനും വൃത്തി സാധന വിഹീനനും
ഹൃതദ്രവ്യനു മതികാമിക്കും തസ്കരനും
ക്ഷിതിനായക നിദ്രയില്ലെന്നു കേൾച്ചുണ്ടാനൊ.

2. നാലുവേദം, ആറുശാസ്ത്രം, ഏഴുരസങ്ങൾ, നാലുപായങ്ങൾ ; ഇവകളുടെ പേരുകൾ പറയുക. നാലുപായങ്ങൾ പ്രയോഗിക്കേണ്ടേയും പ്രയോഗിച്ചു കൂടാത്തതെയും സ്ഥാനങ്ങൾഏതേതുകൾ ആണെന്നാണ നിങ്ങളുടെ പുസ്തകംകൊണ്ടു കാണുന്നത.

IV 1 പതിന്നാലു വൃത്തത്തിലെ ശ്ലോകങ്ങളുടെ അവസാനങ്ങളിൽ "നാരായണജയ" ഇത്യാദി ഗുരുപരാനുസ്മരണ വാക്യങ്ങളുടെ പ്രയോഗം എന്താവിശ്രുതിന്നുവേണ്ടി എതുപ്രമാണാനുസരണം കവിചെയ്തതാണ് ?

2. ക്ഷപണകന്മാരും ബ്രാഹ്മണരും അന്യോന്യം വിരോധികളാണെന്നു രാക്ഷസൻ വിചാരിപ്പാൻ കാരണമെന്തെന്നു പറയുക.

3. പതിന്നാലുവൃത്തം ചതുർത്ഥവൃത്തത്തിൽനിന്നു നിങ്ങൾക്കു ഓർമ്മയുള്ള രണ്ടു നീതിവാക്യങ്ങളെ എഴുതുക.

4. കുട്ടികളോടു അവരുടെ സ്വഭാവാനുസരണമായി അവരുടെ രക്ഷകന്മാർ പ്രവൃത്തിക്കേണ്ട രീതിയേ സൂചിപ്പിക്കുന്ന രണ്ടു വൃദ്ധവാക്യങ്ങളെ നിങ്ങളുടെ ഗദ്യപുസ്തകത്തിൽ കാണുന്നവയെ എഴുതുക.

V. 1. താഴെചേർത്ത വാക്യങ്ങളിൽ സൂചിപ്പിച്ച കഥകൾ സംക്ഷേപിക്കുക.

(a) വൃണ്ണികുലം മുനിശാപാലതുപോലെ.

(b) അവൻ ഭഗീരഥപ്രയത്നംചെയ്തു.

2. ബഡവാഗ്നിഎന്നത എന്ത്? അത എങ്ങിനെ ഉണ്ടായി?

3. അജാതരിപു, ഭീഷ്മർ, പാഷ്ഠി, വൃത്രവൈരി വിരോധിശത്രു, ഇവർ ആരാര? ഇവരിൽ വല്ലവരുടെയും പേരുകൾ അന്വർത്ഥങ്ങൾ ആണെങ്കിൽ എത്തിനെ എന്ന വിവരിക്കുക.

VI. താഴെ കാണിക്കുന്നവയെ വ്യക്തമായി വ്യാഖ്യാനിക്കുകയും അവ പുസ്തകത്തിൽ ഏതേതു ഘട്ടങ്ങളിൽ കാണുന്നവയാണെന്നു എഴുതുകയും ചെയ്യുക :—

1. ഓരോരൊ വ്യവസ്ഥകൾ വരുത്തേണ്ടതു മിനിപാരാതെ പരീക്ഷകൾ ചെയ്തുകൊള്ളുകയുമാം.

2. താനറിയാതെ നടുങ്ങുമെല്ലാവരും.

3. ആഴിയാക മുടഞ്ഞാണ്ടയൊളം
ഊഴിവാഴുക നമുക്കെല്ലുതല്ല
കോഴവാങ്ങിയശനം ദുരിതാനാം താഴികക്കുടം.

4. അപ്രമേയ ഭയഭയം കലന്നു വിറച്ചു
ഗാത്രമനക്ഷരം അപ്രിയങ്ങൾ നിനച്ചു ചേതസി.

5 ഞാൻ ചെണ്ടയും അവൻ മാരാനും ആയിപ്പോയി.

6. ആനയെകണ്ടു കരുടന്റെ ചേൽ.

VII. താഴെപറയുന്ന വാചകങ്ങൾ അതാത പ്രകൃതങ്ങളിൽ വളരെ വ്യാകരണാനുസാരികളും മലയാള ഭാഷാരീതിക്കു നിർദ്ദോഷങ്ങളുമൊ എന്ന സയുക്തികമായി എഴുതുക.

1. അലവുട്ടീൻ.....രണ്ടു ജ്യേഷ്ഠാനുജന്മാരുടെ ഹിംസയിൽനിന്ന തെററിരക്ഷപ്പെട്ടു.

2. അവളുടെ ഇടത്ത വല അലവുട്ടീൻെറ അമ്മയും പിറകിൽ ..... ദാസിമാരും ഉണ്ടായിരുന്നു.

3. പെട്ടെന്നുമഹാ ഭീമനും ഭയങ്കരനും മുകന്താഴം തൊട്ടുവോളം നെടിയവനുമായ ഒരു ഗന്ധർവ്വൻ കാണായി.

4. സംഗം നിമിത്തമായല്ലയൊ വായുവും
ദുർഗ്ഗന്ധിയായും സുഗന്ധിയാകുന്നതും.

VIII. താഴെ എഴുതിയവയെ അതുകളിലെ പദങ്ങൾ കഴിയുന്നേടത്തോളം ഉപയോഗിക്കാതെ മലയാള ഗദ്യത്തിൽ എഴുതുക.

1. നക്രനാസാദികളായുള്ള മന്ത്രികൾ
തെളിവിനൊടു ധരണിപതിനന്ദനനുള്ളോരുനാൾ
തിറമോടിഹലക്ഷ്മിയെ കെട്ടിനിൽത്തിടിനാർ
അക്കെട്ടഴിച്ചുണ്ടാൻ മൊയ്യുതനയങ്ങൾ
നിൽക്കട്ടെയെന്നുറപ്പിച്ചു കെട്ടീടിനേൻ
ഇക്കെട്ടഴിച്ചു കെട്ടീടുവാൻ പാരതിൽ
ഇക്കണ്ടെ വരാതുമില്ലെന്നറിഞ്ഞാലും
ദ്വിരദ വരതുധിര രസസേകഗോണാഭയാ
തെളിവിനൊടു സന്ധ്യക്കരുണയാമ്മിന്നുന്ന
ശിശിരകര മഹിതകലയെന്നപോലേയൊരു
സിംഹവദനത്തിലുള്ളൊരു ദംഷ്ട്രയെ
പരിചൊടു പറിച്ചുകൊണ്ടിങ്ങു പോന്നീടുവാൻ
പാരതിലേവൻ നിനക്കുന്നതോർക്കനീ.

2. ധാത്രിയുടെ പാലനമശേഷ ദുരിതാനാം
പാത്രമതുമാത്ര മിനിനിങ്ങൾ കരുതേണ്ട
ഗാത്രമിതു മാംസമലമൂത്ര മപവിത്രം
തത്രതവപുത്രരുചിവേണ്ട.
ശ്രോത്രസുഖമല്ല പറയുമ്പൊളിവയൊന്നും
ശാസ്ത്രമറിയുന്ന ഭവനിതൊക്ക ഹിതമെല്ലോ
നേത്രരസനാദി വിഷയേന്ദ്രിയ വികാരം
ശ്രോത്രിയനുപോലു മിയലുന്നു.

IX. താഴെ എഴുതിയ ശ്ലോകങ്ങളിലെ അലങ്കാരങ്ങളുടെ പേരുകൾ ലക്ഷണ സഹിതം വിവരിച്ചു എഴുതുക :—

1. കരുണാകരന്റെ ചരണ സമീപെ
പരിചൊട്ടു നിന്നാനവന്നു മുദാരം
തരുണതമാല മനോഹരമാകിയ
തിരുവുടൽ കണ്ടഥ നാരായണജയ.

2. ദുഷ്ടരോടനുസരിച്ചു പറഞ്ഞാൽ
ഒട്ടുമില്ല ഫലമെന്നറിയേണം
കാട്ടുപാമ്പിനെ നമസ്കരിച്ചെന്നാൽ
കൂട്ടുമാശുകടിയും ഹരശംഭോ.

X. 1. സന്ധികൾ എത്രവകയെന്നും ആദേശസന്ധിപ്രയോഗം മുഖ്യമായി എവിടെ കാണുമെന്നും എഴുതുക.

2. ദ്വന്ദ്വൻ, അവ്യയീഭാവൻ, തദ്ധിതൻ, ൦രം സമാസസ്വഭാവങ്ങളെ വിവരിച്ചു ഉദാഹരിക്കുക.

3. സമാനാധികരണം, ആശ്രിതാധികരണം - ഇതുകളെ വിവരിക്കുക.

4. പ്രദിശതു - പ്രണമത - ബഭാഷെ - അവാടീൽ. ൦രം ക്രിയകളുടെ കാലങ്ങളെ എഴുതുക.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

MALAYALAM: TRANSLATION AND COMPOSITION.

I. Translate into Malayalam: [See Hindustani Translation paper, page xli.]

II. Translate into English:

1. മലകളിലെ വെള്ളം പലനദികളുടെ
ജലനിധിയിലല്ലോ പരിപതതിരാജൻ
ജലനിധിജലം കൊണ്ടൊരുവന്നുപകാരം
കിമപിപുനരുണ്ടോ പ്രണമതമുകന്ദം.

2. ജന്തുധർമ്മമിതു സർവ്വമനിത്യം
ബസ്തുഭാവമിഹമൊന്നി ഹസാരം
എന്തുകാരണ മിതിങ്ങിനെ തമ്മിൽ
ദ്വന്ദ്വമെന്നു വരുവാൻ ജയശൌരെ.

3. മുഖ്യനായ് പൂജ്യനായുള്ളോരു ഞാൻ, ഇന്നു
ധിക്കൃതനായതുകൊണ്ടും അന്യുലിജൻ
പൂജിതനായതുകൊണ്ടും നൃപകുല
നീചരാം നിങ്ങളെ വെട്ടിവധിപ്പിച്ചു
മറെറാരു ശ്രുഗ്രനെ വാഴിച്ചിവിടെ ഞാൻ
തെറെറന്നു ചൂഡയെക്കെട്ടുന്നതുണ്ടെല്ലോ.

4. താന്താൻ ഒട്ടൊഴിഞ്ഞിട്ടും ബന്ധുവാം ജനങ്ങളെ
സന്തോഷിപ്പിക്കയെല്ലോ കാര്യമാകുന്നതെടോ.

5. അലവുദ്ദീൻ ഒരം നല്ലവത്തമാനം കേട്ടു താൻ നരകുലത്തിൽവെച്ചു അതിവധന്യൻ എന്നു ഭാവിച്ചുകൊണ്ടതല്ലാതെ, തനിക്കു ഇത്രമനസ്സന്തുഷ്ടി വരുത്തിയ ഒരം വലിയകാര്യം നിവൃത്തിക്കുന്നതിലേക്കു അമ്മചെയ്ത എല്ലാ പരിശ്രമങ്ങൾക്കും വേണ്ടി അവൾക്കുതക്ക കൃതജ്ഞത കാട്ടുകയുംചെയ്തു. തൻെറ അനുരാഗവസ്തുവെ അനുഭോഗിപ്പാനുള്ള തിരക്കുനിമിത്തം മൂന്നുമാസം അവന്നു മൂന്നു യുഗമായി തോന്നിയാലും, ഭംഗം വരാത്തതു എന്നു അവൻ നിരൂപിച്ചുപോയ രാജാവിൻെറ വാഗ്ദത്തം പ്രമാണിച്ചു ക്ഷാന്തയോടെ കാത്തിരുന്നു. ഒരം കാലമൊക്കെയും അവൻ ആഴ്ചയും ദിവസവും നാഴികയും മാത്രമല്ല, വിനനാഴികയും കൂടെ എണ്ണിക്കൊണ്ടു അടങ്ങിപാൎത്തു.

6. ഉപയോജ്യത, പ്രയത്ന സാദ്ധ്യത, എന്നീരണ്ടു ലക്ഷണങ്ങൾ ഉണ്ടായിരിക്കുന്നതിനാലാണു പദാൎത്ഥങ്ങൾക്കു വിലയുണ്ടാകുന്നതു. മനുഷ്യൎക്കു ഒരു പ്രകാരത്തിലും ഉപയോഗപ്പെടാത്ത ഒരു പദാൎത്ഥത്തിന്നു ആരും വിലകൊടുക്കുന്നതല്ലെന്നു സ്പഷ്ടമാണല്ലൊ. എന്നാൽ ചില സാധനങ്ങൾ എത്ര തന്നെ ഉപയോഗമുള്ളവയാണെങ്കിലും അതുകൾക്കു ആരും വിലകൊടുക്കുന്നില്ല. കാററു, വെള്ളം, തീ, മുതലായവ കൂടാതെ മനുഷ്യൎക്കു ജീവധാരണം ചെയ്യുന്നതിന്നു കൂടേ അസാദ്ധ്യമാണെങ്കിലും അതുകളെ സാധാരണയായി ആരും വിലകൊടുത്തു വാങ്ങുന്നില്ല. എന്തുകൊണ്ടെന്നാൽ അവ വളരെ ഉപയോഗമുള്ള പദാൎത്ഥങ്ങളാണെങ്കിലും യാതൊരു പ്രയത്നവും കൂടാതെ ആവശ്യമുള്ളേടത്തോളം കിട്ടുന്നവയാകുന്നു. അതുകൊണ്ടു പദാൎത്ഥങ്ങൾക്കു വിലയുണ്ടാകുന്നതിന്നു അതുകൾ ഉപ

യോജ്യങ്ങളായിരിക്കേണ്ടതിന്നു പുറമെ പ്രയത്നസാദ്ധ്യങ്ങളുമായിരിക്കണം.

7. ഇഷ്ടക്കു സുകൃതം ഉപദേശിക്കുന്നേടത്തോളം അവരുടെ ഇഷ്ടത വർദ്ധിക്കുന്നു.

8. നീ അങ്ങിനെ ചെയ്താലും ചെയ്തില്ലെങ്കിലും ഇനിക്കൊക്ക ഒന്നു തന്നെ.

III. Write in Malayalam an essay on "The Horse," കുതിര.

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. (କ) କବିତା ସଂଗ୍ରହର ମୁଖ୍ୟ ଉଦ୍ଦେଶ୍ୟ କଅଣ ?

(ଖ) ଅଣା ଓ ମଦନ-ଦହନ ରଚୟିତାମାନଙ୍କର ନାମ ଲେଖ ।

II. (କ) ନିମ୍ନୋଦ୍ଧୃତ କବିତାମାନଙ୍କର ବ୍ୟାଖ୍ୟା କର :—

1. ଅନ୍ଧକାରେ ଇନ୍ଦୁ କିରଣ ପଡିଲା, ଅଉଣ୍ଡି କି ଶ୍ୟାମ ତମାଳେ ଜଡିଲା, ଧବଳ କୁସୁମେ ଭୂଷିଲା କବରୀ, ଭବେ ଅବା ଶୋଭାମୟୀ ବିଭବରୀ ।

2. ଜଳେଶ୍ୱର ଯାର ପ୍ରକ୍ଷାଳେ ପୟୁର ବହ୍ନଗାମିନୀ, ସୁବର୍ଣ୍ଣଚଟିନୀ ମଧ୍ୟମୟୀ ଗୁରୁ ଚନ୍ଦ୍ରବାଳିନୀ, ମୃତ ପ୍ରତାପର ମୂକ ସାକ୍ଷୀ ପ୍ରାୟେ ଟେକଇ ଶିଖ, ଏକାଳେ ଯା କୂଳେ ଶୂନ୍ୟାକାର ଦୁର୍ଗ ଐତିହାସିକ ।

3. ପ୍ରାଣବାୟୁ ନିରୋଧରୁ ନିଷ୍ପନ୍ଦ ଶରୀର, ଦଶଇ ବରଷାହୀନ ଯେପରି ମୁଦ୍ରର । କିଅବା ତରଙ୍ଗହୀନ ପୂର୍ଣ୍ଣ ଜଳାଶୟ, ନିବାତ ସ୍ଥଳରେ କମ୍ପହୀନ ଦୀପ ପ୍ରାୟ ।

4. କପାଳ ନେତ୍ରରୁ ଜ୍ୟୋତି ନିର୍ଗତ ହେଉଚି, ଭୂତ-ପତି-ଶିର-ଚନ୍ଦ୍ର-ମହତ ସାରୁଚି ।

5. ମର ଲୋକେ ତାର ଯୋଗ୍ୟ ପଟାନ୍ତର କାହିଁ ମହିଳା ? ଦିବ୍ୟ ଲୋକେ ସମ୍ଭବେ ସିନା ସେ ଲବଣ୍ୟ-ଲୀଳା ; ତରଙ୍ଗ ଦୋଳାରେ ଦୋଳାୟିତ କରା ସିନ୍ଧୁ ଦୁଲନା, ଲୀଳା-ଅରବିନ୍ଦ-ଧାରଣୀ ଅମଳ-କମଳାନନା ।

(ଖ) 1 ଚିହ୍ନିତ କବିତାର ପ୍ରଥମ ଧାଡିରେ କେଉଁ ଅଳ-ଙ୍କାର ପ୍ରୟୋଗ ହୋଇ ଅଛି ?

III. (କ) ନିମ୍ନ ଲିଖିତ ପଂକ୍ତିମାନଙ୍କରେ କେଉଁ ନଦୀ ଅବା ଜଳରାଶିର ବର୍ଣ୍ଣନା ହୋଇ ଅଛି ?

1. ବସନ୍ତ ଯା ତୀରେ ବିରଜା ସୁନ୍ଦରୀ

2. ମେଘାସନ ଶୈଳ ମେଘର ଆବାସ, ସଦଳେ ଝଟିକା ଯହିଁକରେ ବାସା ତହିଁ ଜନ୍ମ ସ୍ରୋତ ପ୍ରାଣୀ ମୁଖେ ଖାଏ, ସିନ୍ଧୁ ସଂଗେ ନିଜ ତରଙ୍ଗ ମିଶାଏ ।

3. ଯାର ତୀର କୁଞ୍ଜବିହାର ବାସନା, ଶ୍ରୁତ ନପାରନ୍ତି ରମ୍ଭା ସୁଲୋଚନା ।

4. ରଚିବେ ଯା ତୀରେ ରୁଚିର ନଗର, ଦୂର ଭବିଷ୍ୟତେ ତୋର ବଂଶଧର ।

(ଖ) ଦ୍ୱିଜଗ୍ରଜ, ଆସ୍ତରଣ, କାଞ୍ଚୀ, ଭସ୍ମରବିଦ୍ୟା, ଲିପ୍ତ, ଗୌରବ ଏମାନଙ୍କର ଅର୍ଥ ଲେଖ ।

IV. (କ) ବୁଦ୍ଧଦେବଙ୍କର ଭିନ୍ନ ଭିନ୍ନ ନାମ ଲେଖ ପୁଣି ସେହି ନାମମାନଙ୍କର ସାର୍ଥକତା ବୁଝାଅ ।

(ଖ) ତିନୋଟି ସାମାନ୍ୟ ଘଟନା ଦ୍ୱାରା ବୁଦ୍ଧଦେବଙ୍କ ଜୀବନର ଗତି ଅତି ଅଦ୍ଭୁତ ରୂପେ ପରିବର୍ତ୍ତିତ ହୋଇ ଥିଲା । ସେହି ଘଟଣା-ତ୍ରୟର ଉପାଖ୍ୟାନ ସଂକ୍ଷେପରେ ବିବୃତ କର ।

(ଗ) ଉଲ୍କାପାତର କାରଣ ବିଷୟରେ ଲକ୍ଷିତ ହେବା ଗ୍ରେଟ୍ ପ୍ରଧାନ ମତର ପୁଣି ଉଲ୍କାପାତ ସମୟରେ ଦୃଶ୍ୟ ହେବା ଆଲୋକର କାରଣ ବିଷୟକ ଦର୍ଓଟ୍ଟିମତର ଉଲ୍ଲେଖ କର ।

V. ନିମ୍ନଲିଖିତ ବାକ୍ୟମାନଙ୍କର ବ୍ୟାଖ୍ୟା କର :—

1. ରାଜମାର୍ଗକୁ ଆସି ଦେଖିଲେ ଯେ ତାହା ବିପର୍ଯ୍ୟସ୍ତ ସୌଧମାଳାର ସ୍ତୂପୀକୃତ ଭଗ୍ନାବଶେଷ ଦ୍ୱାରା ରୁଦ୍ଧ ହୋଇ ଅଛି ।

2. ସୂର୍ଯ୍ୟର ପରିଭ୍ରମଣ ଦ୍ୱାରା ସୃଷ୍ଟିକର୍ତ୍ତାଙ୍କ କି ଉଦ୍ଦେଶ୍ୟ ସାଧିତ ହେଉଅଛି ତାହା ଅବଧାରଣ କରିବା ଅସାଧ୍ୟ । ଆମ୍ଭେ-ମାନେ ଏତିକିମାତ୍ର କହିପାରୁଁ ଯେ ତାହା ନିରର୍ଥକ ନୁହେ ।

3. ଅନନ୍ତର ନେପୋଲିୟନଙ୍କ ସର୍ବଗ୍ରାସିଣୀ ରାଜନୀତିର ଘୁନ-ର୍ବିକାଶ ଅବଲୋକନ କରି ଅଷ୍ଟ୍ରୀୟା ସଂଗ୍ରାମାର୍ଥ ବିପୁଳ ସଜ୍ଜା କରି-ବାକୁ ଲାଗିଲା ।

VI. (କ) ରାଜପଦର ସୃଷ୍ଟି ସମ୍ବନ୍ଧରେ ପଣ୍ଡିତମାନଙ୍କର ବିଭିନ୍ନ ମତ ପ୍ରଦର୍ଶନ କର ।

(ଖ) ରୁଚି ବୈଷମ୍ୟର ମୂଳରେ କେଉଁ କାରଣମାନ ବିଦ୍ୟ-ମାନ ଅଛି ?

(ଗ) ନୈତିକ ଭାବ ଓ ନାଟକୀୟ ରୁଚି ସମ୍ବନ୍ଧରେ ରାମାୟଣକୁ ଇଲିୟଡର ସହିତ ତୁଳନା କର ।

VII. (କ) ଗୃଣ୍ଡାଲକ, କର୍କଶ, ପାଶ୍ଚାତ୍ୟ, ଶତ୍ରୁଘ୍ନ ଏମାନେ କାହା ଉତ୍ତର କେଉଁ ଅର୍ଥରେ କି ପ୍ରତ୍ୟୟ କରି ନିଷ୍ପନ୍ନ ହେଲେ ।

(ଖ) ଧନୁର୍ଦ୍ଧର, ଯଥାଶକ୍ତି, ପଞ୍ଚାଙ୍ଗୁଳ ଏମାନଙ୍କର ସମାସ ଓ ସମାସବାକ୍ୟ ଲେଖ ।

(ଗ) 1. ରାମ ଓ ସୀତା, 2. ଶିଷ୍ୟ ଓ ଗୁରୁ ଏମାନଙ୍କ ସମସ୍ତ-ପଦ ଲେଖି ସୂଚ ନିର୍ଦ୍ଦେଶ କର ।

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

URIYA: TRANSLATION AND COMPOSITION.

I. Translate into Uriya: [See Hindustani Translation paper, page xli.]

II. Translate into English:

1. ଏଥିଉତ୍ତରେ ମୁଁ ଗୋଟିଏ ସଂକୀର୍ଣ୍ଣ ଗଳି ମଧ୍ୟରେ ପ୍ରବେଶ କରି ଦେଖିଲି ଯେ ତାହାର ଉଭୟ ପାର୍ଶ୍ୱସ୍ଥ ଅଟ୍ଟାଳିକାଚୟ ଚତୁସ୍ତଳ ଅବା ପଞ୍ଚତଳବିଶିଷ୍ଟ । ସେଥିମଧ୍ୟରୁ ଅଧିକାଂଶ ପତିତ ହୋଇ-ଥିଲା, ଅବଶିଷ୍ଟ ପତନୋନ୍ମୁଖ ହୋଇ ପ୍ରତିମୁହୂର୍ତ୍ତ ପଥିକମାନଙ୍କର ଭୀତି ସମ୍ପାଦନ କରୁଥିଲା । ଚାରିଆଡେ ପରିପିଷ୍ଟ ଏବଂ ଭଗ୍ନାଙ୍ଗ ଶବରାଶି ଦର୍ଶନ କରି ମୁଁ ଅତ୍ୟନ୍ତ ଶ୍ରମ ଏବଂ କିଂକର୍ତ୍ତବ୍ୟ-ବିମୂଢ ହେଲି ।

2. ସୁଗନ୍ଧଃ ନିଶ୍ୱାସ ଗନ୍ଧେ ଲୁବ୍ଧ ମଧୁକରେ । ଗୁଣୁ ଗୁଣୁ ଶବ୍ଦେ ଆସି ବସନ୍ତି ଅଧରେ । ଦରେ ସୁଲୋଚନା ମୁହୁ ଲୋଚନ ବୁଜଇ । ଲୀଳା-ଅରବିନ୍ଦ ଧରି ଭ୍ରମର ଉଡଇ । ସର୍ବାଙ୍ଗ ସୁତଳ ତନୁ ନାହିଁ ବାଛିବାକୁ । ସୁନରପଣେ ଜିଣିଛି ମଦନ-ଜାୟାକୁ । ଦେଖି ସେ ତନୁ ଅତନୁ ସାହସ ବାନ୍ଧିଲା । କାର୍ଯ୍ୟ-ସିଦ୍ଧି ହେବ ମନେ ପ୍ରତ୍ୟୟ ଜନ୍ମିଲା ।

3. କେମନ୍ତେ ହା ବିଭୋ ! ଆଜି କରିବ ବିଶ୍ୱାସ, ଏହି ସେହି ଦେବଭୂମି ବିଶ୍ୱ-ବନ୍ଦନୀୟା ? ଏହି ସେହି ତେଜୋବୀର୍ଯ୍ୟ ଗୌରବ ନିବାସ, ଯାହାର ସ୍ମରଣେ ଉଚ୍ଛ୍ୱସିତ ବୀର-ହୃୟା ? ଏହି ସେହି ସର୍ବ-ଦେଶ-ଅଗ୍ରଗଣନୀୟା ? ମାନବମାନସ-ଚକ୍ଷୁ ଜ୍ଞାନ ଆଦିତ୍ୟର, ପବିତ୍ର

ଉଦ୍ଭବ-ସ୍ଥଳୀ ତେଣୁ ମହିମାମୟ, ଯେସନ ପୂର୍ବାଶା, ଉଷା-ଉତ୍ସଙ୍ଗ ସୁନ୍ଦର, ଶୈଶବମୟ ଲୀଳାଭୂମି ଲୋକ-ଚକ୍ଷୁ ଦେବ ତପନର ।

4. କୌଣସି ବ୍ୟକ୍ତି ଶ୍ରାଟ୍ ରାଜ୍ୟର ଅଧୀଶ୍ୱର ଏଜେସି-ଲସଙ୍କୁ ପଚାରିଲେ, ଆପଣଙ୍କ ବିବେଚନାରେ ବାଲ୍ୟକାଳରେ କେଉଁ ୨ ବିଷୟ ଶିକ୍ଷା କରିବା ଉଚିତ ? ନୃପତି ଉତ୍ତର ଦେଲେ, ଯୌବନ ଆଉ ପ୍ରୌଢ଼ାବସ୍ଥାରେ ଯେଉଁ ସବୁ ବିଷୟର ଅନୁଷ୍ଠାନ କରିବା କର୍ତ୍ତବ୍ୟ, ବାଲ୍ୟକାଳରେ ତାହା କେବଳ ଶିକ୍ଷାକରିବା ସର୍ବାପେକ୍ଷା ଉଚିତ କର୍ମ୍ମ ଅଟେ ।

III. Write an essay in Uriya on "The Horse" (ଘୋଟକ)

SATURDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. 1. Give the plural of: œil, tissu, peau, jeu, cheval, feu, arsenal, mal, coffre-fort, passe-partout, beau-frère.

2. Make the following adjectives agree in gender and number with the nouns they qualify: foi vif; parole doux; langue acéré; mots piquants; terre fécond; oreille fin; chaise long.

II. 1. Write fully in French, using letters instead of figures · Charles X., Henri I., Page 5, le 2 Décembre, Louis XVI fut mis à mort le 21 Janvier 1793.

2. What grammatical remarks have you to make on the following: J'ai acheté deux Télémaque. Il remarqua un Jupiter dont le visage était plein de majesté, et une Minerve qui animait les arts.

III. 1. Une troupe de chevaux *hennissants*.

2. Les chevaux, *hennissant*, bondirent dans la plaine.

3. Et que reproche aux Juifs sa haine *envenimée*, quelle guerre intestine avons-nous *allumée ?*

4. Voilà la guerre *rallumée*.

Parse the words in italics.

IV. 1. Give the present indicative (first person only), and the past participle of: devoir, croire, croître, savoir, vouloir, combattre, restreindre, feindre, découdre.

2. Form French adverbs from the following words: poli, riche, vrai, entier, nul, studieux, traitre, fou, beau, précis, décent.

V. 1. Allez, promettez, concluez, donnez tout ce qui est à moi.

Show the gradation of meanings in these words of Idoménée to Mentor.

2. Translate into English:

Tenir l'équilibre entre les uns et les autres.
Il se pique de la moindre chose.
Il se pique de tout savoir.
Il est près de partir.
Il est prêt à partir.
Il ne fait que sortir.
Il ne fait que de sortir.

VI 1. Vous n'avez élevé ces tours que pour votre sureté; et c'est par ces tours que vous êtes dans un si grand péril.

Point out the prepositions.

2 Philocles said: Pour moi, après mon naufrage, il ne me convient pas de quitter le port, où la tempête m'a heureusement jeté, pour me remettre à la merci des flots.

Explain the meaning of the metaphorical expressions, and show how far they are appropriate. Criticise the structure of the sentence.

VII. 1. Ainsi donc un perfide, après tant de miracles,
Ravirait aux mortels le plus cher de tes dons,
Le saint que tu promets, et que nous attendons.

2 O Roi, nous tenons dans une main l'épée, et dans l'autre une branche d'olivier.

Explain the allusion in (1) and the allegory in (2).

VIII. Remark on the following expressions: Je me meurs. Suis-je pas votre frère? Le traître est expiré.

IX. Philoctète giving Telemachus a history of his life and adventures, says: "A peine Néoptolème m'eut dit, Je suis Grec, que je m'écriai: Quelle tempête, ou plutôt quel vent favorable t'a conduit ici pour finir mes maux? Il me répondit: Je suis de l'île de Scyros, j'y retourne; on dit que je suis fils d'Achille: tu sais tout" Write the same in indirect speech.

X. Rois, chassez la calomnie;
Ses cruels attentats
Des plus paisibles états
Troublent l'heureuse harmonie.
La fureur de sang avide
Poursuit partout l'innocent;
Rois, prenez soin de l'absent
Contre sa langue homicide.

Translate, and show how these stanzas can be applied to two characters in the tragedy of Esther, and to two others in Book XI. of Telemachus.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English:

1. Télémaque plus prompt dit à Mentor: Tant de gloire promise ne me touche point. Mais que peuvent donc signifier ces

dernières paroles : Tu me reverras ? Est-ce mon père, ou seulement Ithaque ? Hélas ! que n'a-t il achevé ? Il m'a laissé plus en doute que je n'étais. O Ulysse ! ô mon père ! serait-ce vous-même que je dois revoir ? Serait-il vrai ? Mais je me flatte ; cruel oracle, tu prends plaisir à te jouer d'un malheureux ; encore une parole, et j'étais au comble du bonheur.

2. On voyait de dessus les murailles nouvellement bâties, dans la vaste campagne, briller au soleil les casques, les cuirasses et les boucliers des ennemis ; les yeux en étaient éblouis. On voyait aussi les piques hérissées qui couvraient la terre, comme elle est couverte par une abondante moisson, que Cérès prépare dans les campagnes d'Enna en Sicile, pendant les chaleurs de l'été, pour récompenser le laboureur de toutes ses peines.

3. Que tardons-nous, dit-il, à conclure cette sainte alliance dont les dieux seront les témoins et les défenseurs ? Qu'ils la vengent, si jamais quelque impie ose la violer ; et que tous les maux horribles de la guerre, loin d'accabler les peuples fidèles et innocents, retombent sur la tête parjure et exécrable de l'ambitieux qui foulera aux pieds les droits sacrés de cette alliance. Qu'il soit détesté des dieux et des hommes ; qu'il ne jouisse jamais du fruit de sa perfidie ; que les furies infernales, sous les figures les plus hideuses, viennent exciter sa rage et son désespoir ; qu'il soit aux enfers, dans le profond abîme du Tartare, tourmenté à jamais.

4. Aussitôt on assembla des ouvriers pour travailler sur le fer, sur l'acier et sur l'airain. On voyait s'élever des fournaises ardentes et des tourbillons de fumée et des flammes semblables à ces feux souterrains que vomit le mont Etna. Le marteau résonnait sur l'enclume qui gémissait sous les coups redoublés Les montagnes voisinés et les rivages de la mer en retentissaient : on eût cru être dans cette île où Vulcain animant les Cyclopes, forge des foudres pour le père des dieux ; et, par une sage prévoyance, on voyait, dans une profonde paix, tous les préparatifs de la guerre.

5. Et quel besoin son bras a-t-il de nos secours ?
Que peuvent contre lui tous les rois de la terre ?
En vain ils s'uniraient pour lui faire la guerre ;
Pour dissiper leur ligue il n'a qu' à se montrer.
Au seul son de sa voix la mer fuit, le ciel tremble,
Il voit comme un néant tout l'univers ensemble,
Et les faibles mortels, vains jouets du trépas,
Sont tous devant ses yeux comme s'ils n'étaient pas.

6. L'insolent devant moi ne se courba jamais
En vain de la faveur du plus grand des monarques
Tout révère à genoux les glorieuses marques ;
Lorsque d'un saint respect tous les Persans touchés
N'osent lever leurs fronts à la terre attachés,
Lui, fièrement assis et la tête immobile,
Traite tous ces honneurs d'impiété servile,
Présente à mes regards un front séditieux,
Et ne daignerait pas au moins baisser les yeux.

7. Croyez-moi, chère Esther, ce sceptre, cet empire,
Et ces profonds respects que la terreur inspire,
A leur pompeux éclat mêlent peu de douceur,
Et fatiguent souvent leur triste possesseur.
Je ne trouve qu'en vous je ne sais quelle grâce
Qui me charme toujours et jamais ne me lasse.
De l'aimable vertu doux et puissants attraits!
Tout respire en Esther l'innocence et la paix.
Du chagrin le plus noir elle écarte les ombres,
Et fait des jours sereins de mes jours les plus sombres

8. Tel qu'un ruisseau docile
Obéit à la main qui détourne son cours,
Et laissant de ses eaux partager le secours,
Va rendre tout un champ fertile;
Dieu, de nos volontés arbitre souverain,
Le cœur des rois est ainsi dans ta main

(*Not from Text-Books.*)

9. Au premier aspect de cette région désolée, un grand ennui saisit le cœur Mais lorsque, passant de solitude en solitude, l'espace s'étend sans borne devant nous, peu à peu l'ennui se dissipe; le voyageur éprouve une terreur secrète qui, loin d'abaisser l'âme, donne du courage et élève le génie. Des aspects extraordinaires décèlent de toutes parts une terre travaillée par des miracles Le soleil brûlant, l'aigle impétueux, l'humble hysope, le cèdre superbe, le figuier stérile, toute la poésie, tous les tableaux de l'Ecriture sont là

Certain intendant de province,
Qui menait avec lui l'équipage d'un prince,
En passant sur un pont parut fort en courroux.
"Pourquoi, demanda-t-il au maire de la ville,
A ce pont étroit et fragile
N'a-t-on pas mis de garde-fous?"
Le maire, craignant son murmure;
"Pardonnez, monseigneur, lui dit-il assez haut
Notre ville n'était pas sûre
Que vous y passeriez sitôt."

II. Translate into French.

Dinner was suited to the apartment, apartment to the dinner. The book table had been hastily cleared for a cloth, not over white; and, in consequence, the sole remaining table, which acted as side-board, displayed a relay of plates and knives and forks, in the midst of octavos and duodecimos, bound and unbound, piled up and thrown about in a great variety of shapes. The other ornaments of this side-table were an ink-glass, some quires of large paper, a straw hat, a gold watch, a clothes-brush, some bottles of ginger-beer, a pair of gloves, a case of cigars, a neck-handkerchief, a shoe-horn, a small slate, a large clasp-knife, a hammer, and a handsome inlaid writing-desk

"I like these rides into the country," said Vincent, as they

began eating. "The country loses its effect on me when I live in it, as you do; but it is exquisite as a zest. Visit it, do not live in it, if you would enjoy it. Country air is a stimulus; stimulants should not be taken too often."

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

ARITHMETIC.

N B.—(1) *Answers in money must be stated in £. s. d. or in Rs. a. p., as the case may be, and not as fractions of £1 or of Re.* 1. (2) *The process by which each result has been obtained must be given in full.*

I. Simplify $\dfrac{3\frac{3}{17} \div \frac{6}{11} - 2\frac{2}{11} \times 1\frac{1}{2}}{4\frac{4}{11} - 1\frac{1}{7} \text{ of } 1\frac{1}{17} \div \frac{4}{7}} \times \dfrac{\frac{3}{8} - \frac{1}{2}}{\frac{3}{8} + \frac{3}{4}}$.

II. Divide 2·01171875 by ·000064375; and express $\frac{18033}{190800}$ as a recurring decimal.

III. If a cubic yard of brick weighs a ton and a half, find the weight of a million bricks each measuring 15 in. by $4\frac{1}{2}$ in. by $2\frac{1}{4}$ in.

IV. Find the value of ·013125 of Rs. 29-2-8.

V. Find by any method the cost of 21 tons 13 cwt. 3 qrs. 26 lbs. of coal at Rs. 40-13-4 per ton.

VI. A person sent £100 to the bank on the 1st of January, 1890, £200 on the 1st of January, 1891, and £250 on the 1st of January, 1892. If the bank allowed him compound interest at the rate of 5 per cent. per annum, find how much he had at his credit on the 1st of January, 1893.

VII. A merchant wishing to clear out his old stock sells one lot of goods at a reduction of 10 per cent., another at a reduction of 25 per cent., and a third at a reduction of 50 per cent. on the usual prices. He realises Rs. 540, Rs. 645, and Rs. 375 for these lots respectively, and finds that on the whole he has a loss of $2\frac{1}{2}$ per cent. on the price paid by him for the goods. What would he have gained per cent. if he had sold the goods at the usual rate?

VIII. It takes $7\frac{1}{2}$ yards of cloth to make a suit of clothes. In Madras the cost of cloth is Rs. 4-8 a yard, and the cost of making amounts to 15 per cent. of the cost of the cloth. In London the cost of the same kind of cloth is 5s. a yard, and the cost of making amounts to 40 per cent. of the cost of the cloth, while the cost of carriage from London to Madras amounts to 5 per cent. of the price of the made-up clothes. If exchange is at 1s. $3\frac{3}{4}$d per rupee, find how much a person living in Madras will save by ordering a suit of clothes locally instead of sending to London for it.

IX. A person buys a square field containing $22\frac{1}{2}$ acres for Rs. 10,000, and surrounds it with a fence costing Rs. 2-13-4 a yard. At what annual rental per acre must he let the field so as to get a return of $6\frac{1}{4}$ per cent. on his outlay?

X. In 1890 the gross earnings of a certain railway amounted

to 63 lakhs of rupees, of which the working expenses absorbed 58 per cent. In the same year the gross earnings of another railway amounted to 88·2 lakhs, of which the working expenses absorbed 52 per cent. If the capital outlay on the first railway was $\frac{1}{12}$ of the capital outlay on the second, and if the net earnings of the former amounted to 3·6 per cent. of the capital outlay, find what percentage of the capital outlay the net earnings of the second amounted to.

XI. In September, 1892, the daily readings of the barometer at Bombay were as follows:

Day.	Reading.	Day.	Reading.	Day.	Reading.
1	29·662	11	29·688	21	29 720
2	29·591	12	29 696	22	29·743
3	29·600	13	29·770	23	29·701
4	29·673	14	29·862	24	29·717
5	29·685	15	29 874	25	29 782
6	29 724	16	29·839	26	29·776
7	29·741	17	29 767	27	29·790
8	29·760	18	29 763	28	29 810
9	29·719	19	29·742	29	29 843
10	29·684	20	29·698	30	29·769

Find to the nearest thousandth of an inch the mean of the daily readings for the month; and write down the excess or defect of the daily reading from the mean on each of the following days: 5, 8, 15, 29.

N.B.—The figures in the above table need not be copied out by the candidate.

MONDAY, 18TH DECEMBER, 2 TO 4 P.M.

GEOMETRY.

I. Prove that parallelograms on the same base and between the same parallels are equal in area.

PQR is a straight line parallel and equal to the base *BC* of a triangle *ABC*, meeting the sides in *P* and *Q*. Show that the triangles *BPQ*, *AQR* are equal.

II. If the square described on one of the sides of a triangle be equal to the squares described on the other two sides of it, prove that the angle contained by those two sides is a right angle.

III. On the side *BC* of a triangle *ABC*, and on the side of it remote from *A*, an equilateral triangle *DBC* is described. On the side *AC*, and on the side of it remote from *B*, an equilateral triangle *ECA* is described. Prove that the triangles *DCA*, *BCE* are equal.

IV In an obtuse-angled triangle, prove by how much the square on the side subtending the obtuse angle is greater than the sum of the squares on the other two sides

If C be the obtuse angle of a triangle ABC, and AD be drawn perpendicular to BC produced, and from AD produced DF be cut off equal to AB, and DG equal to AC, prove that FC is equal to GB.

V If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, prove that the angles which this line makes with the line touching the circle are equal to the angles in the alternate segments

Two circles touch internally at O; $ABCD$ is a chord cutting the outer circle in A and D, and the inner circle in B and C; OA, OD cut the inner circle in A', D' respectively; and OB, OC produced cut the outer circle in B', C' respectively Prove that $B'C'$ is parallel to $A'D'$

VI. Prove that if from any point without a circle two straight lines be drawn, one of which cuts the circle and the other touches it, the rectangle contained by the whole line which cuts the circle and the part of it without the circle is equal to the square on the line which touches it.

TUESDAY, 19TH DECEMBER, 10 A.M. TO 12 NOON

ALGEBRA.

I 1. From $a(b+c)^2+b(c+a)^2+c(a+b)^2$, subtract $(a+b)(a-c)(b-c)+(b+c)(a-b)(a-c)-(a+c)(a-b)(b-c)$

2 Show that $(4a^2-5x+7)^2-(5x^2+14x+2)^2$ is divisible by x^2+x+1, and find the quotient

3 Divide $x^4+5ax^3+(25a-b-29)x^2-5(4a+b-4)x+4b$ by x^2+5x-4

II 1 Find the four factors of

$$(1+y)^2-2(1+y^2)x^2+(1-y)^2x^4.$$

2. Simplify $$\frac{\dfrac{a^3}{b^3}-\dfrac{b^3}{a^3}}{\left(\dfrac{a}{b}-\dfrac{b}{a}\right)\left(\dfrac{a}{b}+\dfrac{b}{a}-1\right)} \div \frac{\dfrac{1}{a^2}+\dfrac{1}{b^2}+\dfrac{1}{ab}}{\dfrac{1}{b}-\dfrac{1}{a}}$$

III Find the G.C M of

$$6x^5-4x^4-11x^3-3x^2-3x-1 \text{ and } 4x^4+2x^3-18x^2+3x-5.$$

IV Extract the square root of

$$x^{4m+2}+6x^{3m+1}-10x^{2m+1}y^{m-2}+9x^{2m}-30x^m y^{m-2}+25y^{2m-4}.$$

V Solve the equations

$$(1)\quad \left.\begin{aligned}\frac{x}{a}+\frac{y}{b}&=1-\frac{x}{c}\\ \frac{y}{a}+\frac{x}{b}&=1+\frac{y}{c}\end{aligned}\right\};\quad (2)\quad \frac{3}{5-x}+\frac{2}{4-x}=\frac{8}{x+2}$$

VI. A boy bought a number of oranges for 2 rupees. Had he bought 8 more for the same money, he would have paid 4 pies less for each How many did he buy?

TUESDAY, 19TH DECEMBER, 1 TO 3 P.M.

PHYSICS.

I. Draw two sketches of a common balance, (1) with equal weights, (2) with unequal weights, in the pans; and mark where the centre of gravity of the whole is in each case.

II. You have given two test-tubes and a common wooden pencil The test-tubes are about half-filled with water and oil, respectively Explain how you may roughly find the specific gravity of the oil with this simple apparatus

III. 1. Define energy, and give examples of actual and of stored energy. Explain how each is measured.

2. One kind of gunpowder gives a bullet 50 per cent more velocity than another kind. If a bullet, shot with the first kind pierces four inches of a plank, how far should a similar bullet, shot with the second kind, pierce the same plank?

IV 1. Distinguish between the loudness and the pitch of a musical note

2. What is the cause of an echo? A man shouts in front of a high rock and hears his own shout repeated five seconds after; how far away is the rock? Explain the steps of your calculation

V. Give some of the reasons which lead us to believe that heat is not matter, but a form of energy

VI. Describe any experiment to show that liquids are bad conductors of heat compared with solids.

VII. How would you find the focus of a concave mirror and of a lens?

VIII. What is a lightning-conductor? Explain its action.

IX. A Leyden-jar is strongly charged with electricity. How might you safely touch its knob while it is still charged? Explain

X. What is the use of (1) nitric acid in a Grove's battery, (2) amalgamating the zinc plates?

TUESDAY, 19TH DECEMBER, 3-5 TO 5-5 P.M.

CHEMISTRY.

I. When a piece of coal is burnt in air, it disappears, leaving behind a little ash What is the composition of this ash, and why does not it also disappear? Which constituents of the coal have disappeared; and how could you prove that they have not been destroyed, but only changed in form?

II. What do we learn about the composition of air by burning phosphorus in a bell-jar over water? Does the water undergo any changes; if so, state how they may be recognised and to what they are due.

III. Describe the changes which occur when a stream of dry hydrogen is passed over heated black oxide of copper. If 158 grammes of copper oxide are heated, what weight of hydrogen is necessary to complete these changes?

$$H : O : Cu = 1 : 16 : 63$$

IV. What new compound is formed when a piece of iron is dissolved in sulphuric acid, and how would you separate this compound from the solution? How would you recognise the presence of the metal in this compound?

Calculate the weight of the compound which is obtained by dissolving 10lb. of iron in sulphuric acid.

$$Fe : O : S = 56 : 16 . 32$$

V. How are the following substances prepared, and what are their uses.—lime water, red oxide of mercury, magnesia, sugar of lead, potash, calcium chloride?

VI. What is meant by the combining-weights of the elements? When two elements combine to form several compounds, how do the weights of the elements vary in those compounds? Exemplify your answer by reference to the compounds formed by any two elements you like. Explain also how their composition by weight is expressed by their formulæ.

WEDNESDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

HISTORY OF INDIA AND ENGLAND.

[*The date of every event mentioned should be given where possible.*]

I. What do you know of the Empire of Magadha, the Tughlak Dynasty, the Bramini Kingdom?

II. Give a brief account of the following: Akbar, Sivaji, Albuquerque, Lord Lawrence.

III. What were the Massacre of Patna, the Regulating Act, the Permanent Settlement, the Non-Intervention Policy, the Pindari War?

IV. Briefly describe the Viceroyalty of Lord Dalhousie.

V. For what events in Indian History are the following places memorable: The Andaman Islands, Bhartpur, Buxar, Jellalabad, Meanee, Porto Novo, Vellore, Wandiwash?

VI. Point out the importance of the battles of Nechtansmere, Ethandune, and Stamford Bridge; and of the Synod of Whitby.

VII. Comment on the statement that England owes more to Henry II. and Edward I. than to any other of her kings.

VIII. What do you know of John Wiclif, Thomas Cromwell, Francis Drake, William Laud and Edward Hyde, Lord Clarendon?

IX. What were the South Sea Bubble, the Stamp Act, the Peninsular War, the Cato Street Conspiracy, the Act of Settlement, and 'the Forty-Five'?

X. Describe the chief reforms introduced in the reign of William IV.

WEDNESDAY, 20TH DECEMBER, 2 TO 4 P.M.

GEOGRAPHY.

I 1. What is the cause (*a*) of winds, and (*b*) of tides?

2. Explain clearly the meaning of *cyclone*, *hurricane*, *monsoon*, and *typhoon*; and name the regions in which they prevail most extensively.

II. 1. Mention, in order, the four chief towns that would be passed by one proceeding inland along each of the following rivers: (*a*) the Ganges, (*b*) the Irawadi, (*c*) the Nile, (*d*) the St. Lawrence, (*e*) the Thames.

2. Name the University towns of (*a*) India, and (*b*) England.

3. Give, in order, the names of the chief ports of call that would be visited by an Australian coasting vessel proceeding from Cape Leeuwin *viâ* Bass Strait to Hervey Bay.

III. 1. What form of government at present exists in: (*a*) Baluchistan, (*b*) Burma, (*c*) Japan, (*d*) Mexico, (*e*) Russia, (*f*) Switzerland?

2. In what areas are the following languages spoken: (*a*) Hindi, (*b*) Gujarati, (*c*) Gondi, (*d*) Kanarese, (*e*) Uriya, (*f*) Tamil?

IV. On the accompanying outline map* of India, insert, with their names,

1 all the large rivers,

2. all the large mountain ranges,

3. any six of the principal railways,

4. each of the following places: (*a*) Agra, (*b*) Armegon, (*c*) Chilka lake, (*d*) Delhi, (*e*) Gauhati, (*f*) Gwalior, (*g*) Ratnagiri, (*h*) Srinagar, (*i*) Tinnevelly, (*j*) Vizianagram.

V. Name (1) the principal articles exported from the Malay Peninsula and Canada; (2) the principal crops raised in Egypt; (3) the chief productions exchanged between India and France; (4) the chief exports of Brazil.

VI. 1. Name (*a*) three of the Leeward Islands, (*b*) three of the Ionian Islands, and (*c*) one island of each of the following groups: Azores, Philippines, Sandwich Islands, Sunda Islands.

2. Name the straits between (*a*) Asia and America, (*b*) Abyssinia and Arabia, (*c*) Papua and Australia, (*d*) Newfoundland and Labrador.

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* Each candidate was supplied with a map.

3 Name the isthmuses that connect (*a*) Asia and Africa, (*b*) North and South America, (*c*) the Malay Peninsula and the mainland, (*d*) the Crimea and the mainland.

VII. Where are the following, and for what are they famous: (1) Aboukir Bay, (2) Austerlitz, (3) Bunker's Hill, (4) The Heights of Abraham, (5) Hongkong, (6) Navarino, (7) Plassey, (8) Seringapatam, (9) Trafalgar, (10) Waterloo?

FIRST EXAMINATION IN ARTS, 1893.

FRIDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M

ENGLISH: TEXT-BOOKS.

I. 1. Give in your own words the argument of the lay of *The Bloody Vest.*

2. "Heat in this country converts the soil into something almost as unstable as water; and in my land cold converts the water itself into a substance as hard as rock"

Explain this sentence and briefly relate the circumstances in which it was spoken. Why did the Saracen pretend to disbelieve the statement?

II. Name the speaker of each of the following extracts, and briefly relate the circumstances in which each was spoken:

1. A goodly soldier of God art thou to listen to those who sing the praises of Satan!

2 The Marquis shall not confess this morning unless it be to me, for I part not from his side.

III What was the prophecy made by the Hermit of Engaddi regarding Edith? How did he explain away the blunder that he made?

IV Write brief explanatory notes on the italicised portions of the following:

1. That great plain where the *accursed cities provoked, in ancient days, the direct and dreadful vengeance* of the Omnipotent.

2. He looked round as if, like the *patriarch of old*, he was expecting some *ram caught in a thicket*, some substitution for the sacrifice, which his comrade proposed to offer, not to the Supreme Being, but to the *Moloch* of their own ambition.

3. *The virgin tribute paid by howling Troy to the sea-monster.*

4 When I shun *Scylla*, I fall into *Charybdis.*

V *Criticise* the grammar of the following extracts

1 I had rather the trouble were in revenge of some other more important person than of me

2. Much that had passed betwixt himself and the hermit he now recalled and tended to confirm what the Hakim had told him.

VI. 1. Write the following sentences in unfigurative language:

(*a*) The Scottish knight was spared from committing what would have been a sore blot in his shield of arms.

(*b*) The writings of thy law prohibit man from breaking into the tabernacle of his own life.

2. Give the meaning of the following phrases:—the three lions passant of England, bar sinister, a leap in the dark, a wild-goose chase.

VII. 1. Give, *in your own words*, the two similes used in the description of the combat between Gareth and Evening Star.

2. Give, *in your own words*, Gareth's allegory of the Prince and the two brides. What is the meaning of the allegory?

VIII. Write an account, not exceeding two pages in length, of the trial in the "*Merchant of Venice*."

IX. 1. Give, *in your own words*, Shylock's arguments justifying, from his point of view, his determination to have revenge.

2. Give the chief features of Antonio's character, and illustrate your statements by a reference to the text.

X. Paraphrase:

1. No star of thine, but shot from Arthur's heaven
   With all disaster unto thine and thee.
2. Good mother is bad mother unto me!
   A worse were better; yet no worse would I.
3. O! that estates, degrees and offices
   Were not derived corruptly, and that clear honour
   Were purchased by the merit of the wearer.
4. The duke cannot deny the course of law;
   For the commodity that strangers have
   With us in Venice, if it be denied,
   Will much impeach the justice of his state.

XI. Give the meaning of:—a huge man beast of boundless savagery, peacocked up with Lancelot's noticing, a spear of grain storm-strengthened on a windy site, shrewd contents, commends and courteous breath, to peize the time.

XII. 1. Write notes regarding the grammar of the following:

(*a*) For, wooing here until I sweat again,
At last I got a promise.

(*b*) And other of such vinegar aspect
That they'll not show their teeth.

(*c*) Since nought so stockish, hard and full of rage,
But music for the time doth change his nature.

(*d*) But lend it rather to thine enemy
Who, if he break, thou mayst with better face
Exact the penalty.

2. Scan the following lines:

(*a*) Crimson, a slender banneret fluttering.

(*b*) To woo a maid in way of marriage

(*c*) Shylock although I neither lend nor borrow.

(*d*) To find the other forth and by adventuring both.

FRIDAY, 15TH DECEMBER, 2 TO 5 P.M.

ENGLISH: LANGUAGE.

I. 1. Write etymological notes on the italicised letters in the following words: for*m*er, tha*t*, hi*m*, thei*r*.

2. Write down the past tense and the past participle of each of the following verbs, and say whether the verb is weak or strong: say, see, sow, teach.

3. Write down opposite each of the following words a word that rhymes with it: rude, blood, price, size, weigh, what.

II. 1. Give the force of the italicised words in the following sentences:

(*a*) Is it true that he is dead? *Too* true.

(*b*) He did his duty *by* his brother.

(*c*) His explanation is *beyond* me.

2. Explain the metaphors in the following expressions, and construct a compound or complex sentence to show how each of them is used: to pull the strings; to reckon without one's host; to burn the candle at both ends.

3. Make three sentences, introducing one of the following pairs into each, so as to bring out the difference in the meaning of the members of each pair: *apply, apply oneself; attend, attend to; contemptible, contemptuous.*

III. 1. Rewrite the following passages in unfigurative language:

(*a*) The poet offered to his contemporaries a heap of gold-bearing quartz where the baser mineral made the greater show, and the reader must do his own crushing and smelting.

(*b*) A poet is unwise who yokes Pegasus to a prosaic theme, which no force of wing can lift from the dull earth.

2. Expand the following metaphor into a simile: He became bankrupt in honour.

IV. 1. State what meaning is implied in the forms of the italicised verbs in the following sentence:

Had I but *served* my God with half the zeal
I served my king, He *would* not in mine age
Have left me naked to mine enemies.

2. Recast the sentence in Question IV (1) to express on the part of the speaker a present confident hope of obtaining God's protection by faithful service.

3. Rewrite the following, supplying appropriate conjunctions in the adverbial clauses, and substituting equivalents for the italicised words:

(*a*) *Would* I describe a preacher, such as Paul
(Were he alive) would hear, approve, and own,
Paul *should* himself direct me.

(*b*) There is no king, be his cause never so spotless, if it come to the arbitrement of swords, can try it out with all unspotted soldiers.

V. 1. Rewrite as blank verse, marking the feet and accents: Ye see, O friends, how many evils have enclosed me round; yet that which was the worst now least afflicts me.

2. Mark the feet and accents in the following lines:

(*a*) We shall march prospering—not through his presence;
Songs may inspirit us—not from his lyre.

(*b*) 'Tis a note of enchantment; what ails her? she sees
A mountain ascending, a vision of trees.

VI. Analyse the following into clauses, and state the relation in which each subordinate clause stands to some word in the sentence:

1. That man that sits within a monarch's heart,
And ripens in the sunshine of his favour,
Would he abuse the countenance of the king,
Alack, what mischief might he set on foot!

2 It was his advice that saved me.

VII. Rewrite as indirect speech, modernising the language where necessary·

Sir Andrew. For the love of God, a surgeon! Send one presently to Sir Toby.

Olivia. What's the matter?

Sir Andrew. He has broke my head across, and has given Sir Toby a bloody coxcomb too: for the love of God, your help! I had rather than forty pound I were at home.

Olivia. Who has done this, Sir Andrew?

Sir Andrew. The count's gentleman, one Cesario.

VIII. Punctuate:

When I consider how my life is spent ere half my days in this dark world and wide and that one talent which is death to hide lodged with me useless though my soul more bent to serve therewith my Maker and present my true account lest he returning chide doth God exact day-labour light denied I fondly ask.

IX. Point out what is faulty in the following sentences, and make the necessary corrections:

1. Lord Clive's career was closed by his death in the following year. His daring and his sagacity, his singular talent for politics and his genius for war, produced in Lord Clive a rare combination of qualities exactly fitted to the circumstances of his time.

2. I prefer an adviser who says what he thinks rather than one who will not speak out for fear of giving offence.

3. Studies that we can easily master the difficulties of them afford no training to the mind.

4. He was asked to discuss the truth or otherwise of the statement.

X. Rewrite the following sentence, substituting for each of the italicised words an equivalent word or phrase of Saxon origin:

It *subsequently ranspired* that the witness, who was called to *corroborate* the statements of the prosecutor, and who *prevaricated*

so *scandalously* that he was ordered to leave the witness-box, had been bribed to *frustrate* the efforts of the prosecution.

SATURDAY, 16TH DECEMBER, 10 TO 11-30 A.M.

ENGLISH: COMPOSITION.

I. Write a composition upon "The Advantages of Physical Exercise"

II Write a letter to a junior (not exceeding two pages in length), urging upon him the importance of increased attention to his studies.

SATURDAY, 16TH DECEMBER, 11-45 A.M TO 1-15 P.M.

SANSKRIT: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English*)

Translate into English:

पर एव समाप्नोति द्रव्यं विवदमानयोः ।
नवनीतं विवादस्थं कपिर्मार्जारयोरिव ॥

एकदा बुभुक्षितौ बिडालौ किंचिन्नवनीतं मुषित्वा मुषितस्य नवनीतस्य विभागं प्रति विवदमानौ न्यायसभां गच्छतः स्म ॥ तत्र तयोर्विवादः न्यायसभाध्यक्षेण केनचिद्वञ्चकेन शाखामृगेण इत्थं निर्णीत आसीत् ॥ कपिरवदत् "द्वावपि भागौ तुलायां धृत्वा कतरो भागो गरीयानिति पश्याम तावत् । आम्! आम्! नूनमेवायं खण्ड इतरस्माद्गरीयान्" इति ॥ तथा ब्रुवाणो धर्माध्यक्षो वानरः समीकरणार्थं गरीयसः खण्डात् स्थूलं अंशं संदश्य जघास । येन अपरः खण्डः गरीयान् जातः ॥ तथैव कपिः पुनरपि खण्डौ समीकर्तुम् गरीयसो भागस्य अंशं अभक्षयत् ॥ तत्दृष्ट्वा भीतौ मार्जारवूचतुः "विरमतु विरमतु भवान् । अवशिष्टादावयोरंशं प्रयच्छेर्यदि आवां तू-

प्तौस्याव" इति ॥ वानर उवाच "युवां तुप्तौ भवेतम् न्याय-स्तु न तृप्तो भवेत्" इति ॥ ततः पूर्ववत् कपिः नवनीतं भक्षयितुमारब्धवान् ॥ सर्वमपि कपिर्भक्षयेदिति भीतौ मार्जारौ उक्तवन्तौ "अलं तव धर्मेण। अवशिष्टं नवनीतं देहि। आवां गच्छावः" इति सविनयं प्रार्थयामासतुश्च ॥ कपिरब्रवीत् "यथा युवाभ्यां तथा अस्माभिरपि धर्मोऽनुसरणीयः। अतः अवशिष्टं नवनीतं न्यायद्रष्टुर्वेतनं भवति" इति ॥ तथा ब्रुवन्नेव सर्वं नवनीतं मुखे निक्षिप्य न्यायस्थानादगात् ॥

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

GREEK: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

Οἱ τῶν Μάγων ὀνειροπόλοι ἐσήμαινον τῷ Ἀστυάγει ἐξ ὄψεώς τινος, ὅτι μέλλοι ὁ τῆς θυγατρὸς αὐτοῦ υἱὸς βασιλεύσειν ἀντὶ ἐκείνου. Ταῦτα δὴ οὖν φυλασσόμενος ὁ Ἀστυάγης, ὡς ἐγένετο ὁ Κῦρος, καλέσας τὸν Ἅρπαγον, ἄνδρα οἰκεῖον καὶ πιστότατον τῶν Μήδων, ἔλεγέν οἱ τοιάδε· "Ἅρπαγε, λάβε τὸν Μανδάνης παῖδα, φέρων δὲ ἐς σεαυτοῦ οἰκίαν, ἀπόκτεινον· μετὰ δὲ θάψον ὅτῳ ἂν τρόπῳ αὐτὸς βούλῃ." Ὡς δὲ ταῦτα ἤκουσεν ὁ Ἅρπαγος, λαβὼν τὸ παίδιον, ᾔει κλάων ἐς τὰ οἰκία. Παρελθὼν δὲ ἔφραζε τῇ ἑαυτοῦ γυναικὶ τὸν πάντα ὑπ' Ἀστυάγους ῥηθέντα λόγον. Ἡ δὲ πρὸς αὐτὸν λέγει· "Νῦν οὖν τί σοι ἐν νῷ ἐστὶ ποιεῖν;" Ὁ δὲ ἀμείβεται· "Οὐκ ἔγωγε προσθήσομαι τῇ γνώμῃ Ἀστυάγους, οὐδ' ἐς φόνον τοιοῦτον ὑπηρετήσω. Πολλῶν δὲ ἕνεκα οὐ φονεύσω τὸ παίδιον· καὶ ὅτι αὐτῷ μοι συγγενές ἐστι, καὶ ὅτι Ἀστυάγης μέν ἐστι γέρων, καὶ ἄπαις ἄρσενος γόνου. Εἰ δὲ μελλήσει ἡ τύραννις, τούτου τελευτήσαντος, ἐς τὴν θυγατέρα ταύτην ἀναβήσεσθαι, ἧς νῦν τὸν υἱὸν κτείνει Ἀστυάγης δι' ἐμοῦ, λείπεται τὸ ἐντεῦθεν ἐμοὶ κινδύνων ὁ μέγιστος· ἀλλὰ τῆς μὲν ἀσφαλείας ἕνεκα ἐμοὶ δεῖ τοῦτον τὸν παῖδα τελευτᾶν· δεῖ μέντοι τινὰ τῶν Ἀστυάγους φονέα αὐτοῦ γενέσθαι, καὶ μὴ τῶν ἐμῶν.

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

LATIN: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English*)

Translate into English:

Sertorio cerva alba eximiæ pulchritudinis et celeritatis a Lusitano quodam dono data est. Hanc persuasit omnibus, oblatam sibi divinitus, colloqui secum, et monere et docere quæ utilia factu essent; ac, si quid, quod imperandum militibus foret, durius videbatur, a cerva sese monitum prædicabat. Id cum dixerat, universi, tanquam si deo, libentes ei parebant. Ea cerva, quodam die, incurrentium hostium tumultu consternata, in fugam se proripuit atque in palude proxima delituit; et, frustra requisita, periisse credita est. Non multis post diebus inventam esse cervam Sertorio nuntiatur. Tum eum qui nuntiaverat iussit tacere, præcepitque ut eam postero die repente in eum locum immitteret, in quo ipse cum amicis esset. Admissis deinde amicis postridie cervam ait, quæ periisset, visam esse in somnis ad se reverti et, ut prius consuerat, quod opus esset facto, prædicere. Hæc cum diceret, cerva emissa in cubiculum introrupit. Clamor factus et orta admiratio est.

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

PERSIAN: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

سر چشمه هاي او جمند ترين رود خانه هائيكه مي گسترد
سر سبزي در ممالک و بر مي دارد دسته هاي کشتي هاي
حامل امتعه گر ان بها را بدريا بايد جسته نشود در
نواح کو هستاني مُو حِش بايو که نادراً جهان گردان تفتيش
آن نموده اند - به همچنين نواح تاريخ انگلستان قرن سيزد هم
را نه بدون مناسبت مشابهت نوان داد - اگرچه آن حصه
تاريخش مجهول است امّا در همان است که بايد ما بجوئيم
بناي حُرّيت و فلاح و اجلالش را - در همان زمان بود که
شيم ملميّه بظاهر کردن آن خصوصيات اغاز کرد که تا اکنون
نگاه داشته - در همان اوان اوّل بوضاحت بروز نمود اصول

سیاسیه که جمله دیگر سیاستهاے آزاد عالم تقلید آن است - و در همان زمان بود که مجلس شوراي عمومیه (هوس آف کامنس) که نمونهٔ تمام مجالس و کلا است که در دنیاي قدیم یا جدید مي نشید اوّل نشستن گرفت - در همان زمان بود که دلبری ملاحانش رایت انگلستان را در دریا ها رعب انگیز نمود - در همان زمان بود که قدیم ترین دبستانهائیکه هنوز در هر دو مستقر علمی ملّي موجود است بنا یافت - در همان زمان تشکیل یافت آن لغت که گو آنقدر شیرین نباشد که السنهٔ جنوبي امّا در قوت و در وسعت و در قابلیت براي مقاصد شاعر و فلسفي و خطیب فقط از لغت یوناني کمتر است - و نیز در همان ایام طلوع نمود اوّلین صبح ان علوم جلیله که روشن ترین پایندهٔ ترین بزرگیهاي کثیرهٔ انگلستان است *

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

HINDUSTANI: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English*)

Translate into English :

سرچشمون کو عظیم الشان ترین ندیون کے جو ملکون مین سرسبزي پهیلاتي هین اور قیمتي جنسون سے لدي هوي کشتیون کي بیڑون کو دریا نک بها لیجاتے هین تلاش کرنا چاهئے وحشت ناک اور بے برگ وگیاه کوهستاني مقامات میں جنمین شاذ نادر سیاح کا گزر هوتا هي - انگلستان کي نیرهوین صدي کي تاریخ نه بغیر مناسبت ایسے مقامات کے ساتهه تشبیه دي جاسکتي هي - اگرچه یهه حصه اوسکي تاریخ کا مجهول هي مگر اوسي مین همکو تلاش کرنا چاهئے ابتدا اوسکي آزادي اور اوسکي فلاح اور اوسکي رونق کي - یهی زمانه تها جبکه قومي جوهرنے وه خصوصیتین ظاهر کرني

شروع کین جنکو اوسنے اسوقت تک برقرار رکھا هي - اوسي
زمانه مین اوّل اوّل وضاحت کے ساتھه ظاهر هوے وه نظم
سیاسي جسکي دنیا کي تمام دوسري آزاد سیاستین نقل
هین - اسي زمانه مین تها که هوس آف کامنس نے جو نمونه
هي تمام اون مجالس و کلاي عمومیه کا جو اسوقت دنیاي
قدیم یا جدید مین منعقد هوتے هین اوّل اجلاس شروع کیا -
اسي زمانه مین تها که اوسکے ملاحون کے دلیری نے انگلستان
کے نشان کو دریاون مین رعب انگیز بنادیا - اسي زمانه
مین تها که سب سے قدیم مدارس جو اسوقت تک دونو
بڑے دارالعلوم قومي مین موجود هین بنا کئے گئے - اسي
زمانه مین ترکیب پائي وه زبان که جو اگرچه السنهٔ
جنوبي سے شیریني مین کم هي مگر قوت اور وسعت مین
اور قابلیت مین شاعر و فیلسوف و خطیب کے اغراض کے
واسطے فقط ایک زبان یوناني هي سے کم هي - اوسي وقت
نمودار هوي صبح اوس عظیم الشان گنجینهٔ علوم کي جو
انگلستان کثیر بزرگیون مین سب سے زیاده روشن اور
پایدار هي *

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

MARATHI: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English ·

महाद्वीपांत सुपीकपणा ज्या पसरवितात, व, दर्याकडेस पुष्कळ मूल्यवान् पदार्थांचीं ओझीं चढविलेल्या जहाजांच्या समुदायांस वाहून नेतात, अश्या ज्या बहुत मोठ्या नद्यां आहेत, त्यांचि उत्पति, क्वचित् असाधारणपणें पांथस्थलोकांच्या पाहण्यांत आलेल्या जंगली व नापीक डोंगरांत

शोधून पहावे लागतात. तेराव्या शतकाचे इंगलंदाचा इतिहास तसा डोंगराळ देशाशीं सादृश्य करणें (उपमा करणें) अयोग्य होणार नाही (यथायोग्य होय). तिचा चरित्राचा तो भाग अप्रसिद्ध (समजून वर्णनीय नाहीं) असा जरी आहे, तिचें स्वातंत्र्य, तिची चढती कळा, व तिचा प्रताप, यांचा मूळारंभ तेथेंच आम्हीं शोधावा. त्या कालांतच तद्देशीय स्वभावगुणांत जे जे विशेषगुण तो देश त्यादिवसापासून [आज पावेतो] राखून घेटला आहे, ते प्रदर्श होणेस सुरुवात होऊन लागले [ते विशेषगुणांचा सुरुवात तेव्हां पासून]. तेव्हांच, प्रपंचांतील इतर सर्व स्वतंत्र [व्यवहार व धर्मसंबंधी गोष्टीत राजापासून मोकळीक भोगणाऱ्या] राज्यव्यवस्थेच्या संस्थापना जिच्या प्रती आहेत, ती राज्यव्यवस्थेची संस्थापना प्रथम स्पष्टपणें प्रगट झाली. तेव्हांच प्राचीन व नूतन खंडांत हल्लीं जमणाऱ्या सर्व लोकप्रतिनिधीच्या जमावाची मूळप्रत (अस्सल्) जी लोकानि नेमलेल्या प्रतिनिधीची सभ्यांची प्रथम बैठक बसली (सभा भरली). तेव्हांच तिच्या खलासी लोकांचें धैर्य समुद्रांत इंगलंदाचा बावटा प्रथम भयप्रद केलें (दर्यांत इंग्रेजी लोकांचे जहाजां पाहून शत्रू भिऊं लागले). तेव्हांच तद्देशीय दोनी श्रेष्ट विद्याभ्यासस्थानांत ज्या अजून चालू आहेत अश्या बहुत प्राचीन पाठशाळा (कालेज) स्थापिलेगेले. जी (इंगलंदाची) भाषा (इतर) दाक्षिणात्य भाषेपेक्षां अलबत (खरोखर) कमी सुस्वरयुक्त परंतु वजनदा-

रीत, रसरसीतपणांत व संदर्भोपयुक्तपणांत, कवीचे, तत्वज्ञानीचे, व सभापण्डितांचे सर्व उद्देशास समयोचित उपयोग पडणेंत एकट्या ग्रीक् भाषेसमात्र खालच्या योग्यतेची (तशी) ती भाषा तेव्हांच घडविलीगेली. आणि इंगलंदाचे महत्व वृद्धिगत करणाऱ्या विषयापैकीं मोठे व स्थिर अशे जे उमदे (उत्कृष्ट) विद्येचे ग्रंथांचा प्रथम उदय त्याच काळीं प्रगट झाला.

N B.—The expressions within brackets are merely explanatory

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P M.

TAMIL. TRANSLATION INTO ENGLISH.

(*Fourth Paper in English*)

Translate into English:

கண்டங்களில் செழிப்பைப் பரவச்செய்து சரக்குகள் நிறைய ஏற்றின கப்பற்கூட்டங்களைக் கடலுக்குக்கொண்டு செல்லும் அதிமகத்துவமான நதிகளின் மூலங்கள், பிரயாணிகள் அரிதாய்ப்போய்ப் பார்த்த நிர்மானுஷ்யமாயும் நிஷ்பலமாயுமிருக்கிற மலைப்பிரதேசங்களில் காணலாம். அப்பேர்ப்பட்ட பிரதேசத்துக்கு இங்கிலாந்தின் பதின்மூன்றும் நூற்றுண்டின் சரித்திரத்தை ஒப்பிடுவது தகுதியாயிருக்கும். அதன் அக்காலத்துச் சரித்திரம் தெளிவில்லாததாயிருந்தாலும், அதிற்றான் அதன் சுயாதீனம், அபிவிருத்தி, மகிமை இவற்றின் மூலத்தை நாம் ஆராய்ந்தறியவேண்டும். அந்த ஜாதியாருடைய குணங் குறி இதுவரையும் அவர்களிடம் அமைந்துள்ள சிறப்பு லக்ஷணங்களை அக்காலத்திற்றான் காட்டத்தொடங்கிற்று. உலகத்திலுள்ள மற்றெல்லாச் சுயாதீன ராச்சிய பத்திகளும் பார்த்து அமைக்கப்படுவதற்கு ஆதாரமாயிருந்த இவ்விராச்சிய பத்திமுதல்முதல் வரையறையோடு உற்பத்தியானது அக்காலத்திலேதான். பழைய உலகத்திலாவது புதிய உலகத்திலாவது இப்பொழுது கூடிவரும் பிரதிநிதிசபை யெல்லாவற்றுக்கும் மாதிரியாயிருந்த ஹவுஸ் ஆப் காமன்ஸ் அப்பொழுதுதான் கூடத்தொடங்கிற்று. அப்பொழுதுதான் அங்கிலேய கப்பலோட்டிகளின் தைரியமானது அங்கிலேயகொடி கடலின்மேல் அச்சத்

தை யுண்டாக்கும்படி முதல் முதல் செய்தது. அந்த ஜாதியாருடைய கல்விக்குச் சிறந்த உறைவிடங்களாகிய இரண்டிடத்திலும் மற்றெல்லாவற்றிலும் புராதனமாய் இன்னுமிருக்கிற சர்வகலாசாலைகள் அக்காலத்திற்றான் ஸ்தாபிக்கப்பட்டன. தென்தேசத்துப் பாஷைகளிலும் மாதுரியத்திற் குறைந்திருந்தாலும், பலத்திலும் வளத்திலும், கவி, தத்துவஞானி, பிரசங்கி, இவர்கள் உத்தேசங்களுக்கெல்லாம் ஏற்ற தன்மையிலும் கிரேக்கபாஷைக்குமாத்திரங் குறைவுபட்ட அவர்கள் பாஷை அப்பொழுதுதான் உருப்பட்டது. இங்கிலாந்தின் மாட்சிமைகள் பலவற்றிலும் பிரதாபமுள்ளதும் நிலைபெறத் தகுந்ததுமான மகத்துவம் பொருந்திய இலக்கண இலக்கியமும் உதயமானதும் அப்பொழுதே.

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

TELUGU: TRANSLATION INTO ENGLISH.

(Fourth Paper in English.)

Translate into English:

మహాఖండములలో ఫలవత్త్వమును వ్యాపింపఁజేసి మంచి సరకులతో నింపఁబడిన యోడల గుంపును సముద్రమునకుఁ గొనిపోవు అత్యుత్తమ నదుల మూలములు యాత్రికులచే క్వచిత్తుగా శోధింపఁబడినట్టియు, నిర్మానుష్యములై నిస్సారములైనట్టియు, కొండప్రదేశములందు వెతకఁబడవలసి యుండును. అట్టిప్రదేశముతో పదుమూడవ శతాబ్దమునందలి యిగ్లాండు చరిత్రమును ఉచితముగా పోల్చవచ్చును. ఆచరిత్రపు తత్కాలభాగము ఎంత గూఢముగా నున్నప్పటికిని ఆదేశముయొక్క స్వాతంత్ర్యమునకును ఐశ్వర్యమునకును మహిమకును మూలకారణనిమిత్తమై అక్కడనే మనము వెతకవలయును. వారి దేశీయస్వభావమునందు ఆది మొదలుకొని నిలుకడగా నుండియున్న విశేషలక్షణములు పొడచూపుటకు ఆరంభించినది అపుడే. లోకమందలి యితర స్వతంత్ర రాజ్యపద్ధతు లెల్ల దేనికి ప్రతిరూపములుగా నున్నవో ఆ రాజ్యపద్ధతి విస్పష్టముగా మొదట కనఁబడినది అపుడే. ప్రాంతప్రపంచమునందుఁగాని క్రాంతప్రపంచమునందుఁగాని యిపుడు కూడెడు ప్రజాప్రతినిధి సభల కన్నిటికిని మాదిరిగా నున్న హౌస్ ఆఫ్ కామన్సు సభచేరుటకు ఆరంభించినది అపుడే ఇంగ్లాండుదేశపు ధ్వజమును తద్దేశనాయకుల ధైర్యము

సముద్రముమీఁద భయంకరమగునట్లు చేసినది అపుడే ఆ దేశీయ మహా విద్యాస్థానంబు లగునుభయ స్థలములందు ఇంకను ఉండునట్టి బహుప్రాచీన కళాశాలలు స్థాపింపఁబడినది అపుడే దక్షిణదేశపు భాషలకంటె వాస్తవముగ మాధుర్యతయందు తక్కువైనదైనను, బలమందేమి, సమృద్ధియందేమి, కవియొక్కయు తత్త్వవేత్తయొక్కయు మహావక్తయొక్కయు ఉద్దేశములకన్నిటికిని, తగియుండుటలో నేమి, గ్రీకుభాషకుమాత్రమే తగ్గియున్న యాభాష యేర్పడినది అపుడే ఇంగ్లాండుయొక్క అనేక మహిమలలో బహు దివ్యమును అతిస్థిరమును అగు నా యుత్కృష్ట సాహిత్యముయొక్క ప్రథమోదయము కనఁబడినది కూడ అపుడే.

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

KANARESE: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English*)

Translate into English:

భూఖండగళమేలే ఫలభరితత్వవన్ను పసరిసి, బహు మూల్యవత్తాగి తుంబిద నౌకాసమూహగళన్ను సముద్రక్కే హొత్తుకొండు హోగువ నదిగళల్లి శ్రేష్ఠవాదవుగళ మూలవు ప్రయాణస్థరు శోధిసిద్దే అపూర్వవాద నిర్జనవత్తు బంజరు పర్వత ప్రదేశగళల్లి హుడుక బేకాగిదే. ఇంతహ ప్రదేశక్కే ఇంగ్లండిన హదిమూరనేయ శతమానద చరిత్రవన్ను ఉచితవాగి హేళిసబహుదు. అదర చరిత్రెయు ఆ భాగవు అప్రసిద్ధవాగిద్దరూ ఆ దేశద స్వాతంత్ర్య, ఊర్జిత స్థితి మత్తు మహిమెయ మూల కారణక్కాగి హుడుక బేకాదద్దు అల్లియే ఆగిదే. అల్లిన జనాంగద స్వభావవు తాను అందినింద ఈగినవరెగూ నిలుగడెయొగి ఇట్టుకొండిరువ వైలక్షణ్యగళన్ను తోరిసలిక్కే ప్రారంభిసిద్దూ ఆగలే. భూమండలదల్లి ఇతర స్వతంత్ర రాజ్యవ్యవస్థెగళెల్ల యావ వ్యవస్థెయు ప్రతిగళాగివెయో ఆ రాజ్యవ్యవస్థెయు ప్రథమతః పరిస్ఫుటవాగి తోరిద్దూ ఆగలే. భూమండలద ప్రాచీన భాగదల్లి ఆగలి నవీన భాగదల్లి ఆగలి ఈగ కూడువ ప్రజాప్రతినిధి సభెగళెల్ల

ಕ್ಕೂ ಮಾದರಿಯಾಗಿರುವ ಹೌಸ್ ಆಫ್ ಕಾಮನ್ಸ್ ಪ್ರಥಮತಃ ಸಭೆ ಕೂಡಲಾರಂಭಿಸಿದ್ದೂ ಆಗಲೇ. ಇಂಗ್ಲಂಡಿನ ಧ್ವಜವನ್ನು ಅದರ ನಾವಿಕರ ಧೈರ್ಯವು ಸಮುದ್ರಗಳಮೇಲೆ ಭೀಕರವನ್ನಾಗಿ ಮಾಡಿದ್ದೂ ಆಗಲೆ. ಉಭೆಯರಾಷ್ಟ್ರೀಯ ವಿದ್ಯಾಸ್ಥಾನಗಳಲ್ಲಿ ಈಗಲೂ ಇರುವ ಬಹು ಪುರಾತನ ಕಲಾಶಾಲೆಗಳು ಸ್ಥಾಪನೆಯಾದದ್ದೂ ಆಗಲೇ. ದಕ್ಷಿಣದಿಕ್ಕಿನ ಭಾಷೆಗಳಿಗೆ ಇಂಪಿನಲ್ಲಿ ಕಡಿಮೆಯಾಗಿದ್ದರೂ ಓಜಸ್ಸಿನಲ್ಲಿಯೂ (ಬಲ) ಶಬ್ದಬಾಹುಳ್ಯದಲ್ಲಿಯೂ ಕವಿ, ತತ್ವಜ್ಞ, ವಾಗ್ಮಿಗಳ ಉದ್ದೇಶಗಳಿಗೆಲ್ಲ ತಕ್ಕದ್ದಾಗಿರುವದರಲ್ಲಿ ಗ್ರೀಕ್ ಭಾಷೆಗೆ ಮಾತ್ರ ಕೀಳಾದ ಆ ಭಾಷೆಯು ಏರ್ಪಟ್ಟದ್ದೂ ಆಗಲೇ. ಇಂಗ್ಲಂಡಿನ ಅನೇಕ ಮಹಿಮೆಗಳಲ್ಲಿ ಅತಿ ಸ್ಥಿರವಾದ ಮತ್ತು ದಿವ್ಯವಾದ ಆ ಉತ್ಕೃಷ್ಟ ಸಾಹಿತ್ಯದ (ಗ್ರಂಥ ಸಮುದಾಯ) ಪ್ರಥಮೋದಯವು ಕಂಡು ಬಂದದ್ದು ಸಹಾ ಆಗಲೇ.

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

MALAYALAM: TRANSLATION INTO ENGLISH.

(Fourth Paper in English.)

Translate into English:

ಭೂಖಂಡಗಳಿಲ್ಲಿ ಸುಭಿಕ್ಷಂ ವ್ಯಾಪಿಪ್ಪಿಕ್ಕುನ್ನತುಂ ಸಮುದ್ರತ್ತಿಲೆಕ್ಕ ಸಮೃಧಿಯಾಯಿ ಚರಕ್ಕ ಕಯಱಿಯಿಟ್ಟುಳ್ಳ ಕಪ್ಪಲುಕಳೆ ಕೊಂಡುಪೋಕುನ್ನತುಂ ಆಯ ಅತಿಶ್ರೇಷ್ಠಮಾಯ ನದಿಕಳುಟೆ ಉಭವಂ ಸಞ್ಚಾರಿಕಳಾಲ್ ಉಲಭಮಾಯಿ ಮಾತ್ರಂ ಪರಿಶೋಧಿಕ್ಕಪ್ಪೆಟ್ಟಿಟ್ಟುಳ್ಳ ಉಭಿಕ್ಷಮಾಯ ಕಾಟ್ಟುಮಲಂ ಪ್ರದೇಶಂಗಳಿಲ್ ನೋಕ್ಕಣ್ಟಿಯಿರಿಕ್ಕುನ್ನು. ಇಙ್ಙಾಣ್ಟಿನೆಱ ಪತಿನ್ಮನ್ನಾಂ ನೂಱಾಣ್ಟಿಲೆ ಚರಿತ್ರಂ ಇಙ್ಙಿನೆ ಒರು ಪ್ರದೇಶತ್ತೋಟು ಸಾಗ್ರಕ್ಕುಱವು ಕ್ರೂರಾತೆ ಉಪಲಿಕ್ಕಾವುನ್ನತಾಕುನ್ನು. ಆ ರಾಜ್ಯಚರಿತ್ರತ್ತಿನೆಱ ೦ರಂ ಭಾಗಂ ಅಪ್ರಸಿಧಂ ಎಙ್ಕಿಲುಂ ಅತಿನೆಱ ಸ್ವಾತಂತ್ರ್ಯತ್ತಿನೆಯುಂ ಅಭಿವೃಧಿಯುಟೆಯುಂ ಮಾಹಾತ್ಮ್ಯತ್ತಿನೆಯುಂ ಉಭವತ್ತಿನ್ನ ನೋಕ್ಕೇಣ್ಟತ ಅವಿಟೆಯಾಣ್. ಜಾತಿಸ್ವಭಾವತ್ತಿಲ್ ಇತುವರೆ ಇಟವಿಟಾತೆ ನಿನ್ನು ಪೋನ್ನಿಟ್ಟುಳ್ಳ ವಿಶೇಷತಕಳ್ ಪ್ರತ್ಯಕ್ಷಪ್ಪೆಟ್ಟುವಾನ್ ತುಟಙ್ಙಿಯತ ಅಪ್ಪೋಳ್ ಆಣ್. ಲೋಕತ್ತಿಲ್ ಇತರ ಸ್ವಾತಂತ್ರ್ಯ ರಾಜ್ಯಭರಣರೀತಿಕಳ್ ಎಲ್ಲಾಂ ಏತಿನೆಱ ಪಕಪ್ಪುಕಳೋ, ಆ ರಾಜ್ಯಭರಣರೀತಿ ಸ್ಪಷ್ಟತಯೋಟು ಕ್ರೂರಿ ಉಣ್ಟಾಯಿ

തുടങ്ങിയത് അപ്പോൾ ആണ്. പ്രാചീനലോകത്തിലാവട്ടെ നവീനലോകത്തിലാവട്ടെ ഇപ്പോൾ ഉള്ള ജന പ്രതിനിധിസഭകൾക്കെല്ലാം മൂലമാതിരിയായിട്ടുള്ള "ഹൌസ് ഓഫ് കോമൻസ്" എന്ന സഭ ആദ്യം കൂടി തുടങ്ങിയത അപ്പോൾ ആണ്. അവിടുത്തെ കപ്പല്ക്കാരുടെ ധീരത ഇങ്ങ്ലാണ്ടിൻെറ കൊടിയെ സമുദ്രത്തിൽ ഭയങ്കരമാക്കി തീർത്തത് അപ്പോൾ ആണ്. രാജ്യത്തിലെ വലിയ വിദ്യാനിലയങ്ങൾ രണ്ടിലും ഇപ്പോഴും ഉള്ള എത്രയൊ പുരാതനമായ കലാശാലകൾ സ്ഥാപിക്കപ്പെട്ടത് അപ്പോൾ ആണ്. ദക്ഷിണരാജ്യങ്ങളിലെ ഭാഷകളെക്കാൾ വാസ്തവത്തിൽ മാധുര്യം കുറഞ്ഞതെങ്കിലും വീര്യത്തിലും പുഷ്ടിയിലും കവിയുടേയും തത്വജ്ഞാനിയുടേയും വാഗ്മിയുടേയും എല്ലാ ആവിഷ്കാരങ്ങൾക്കും ഉപയുക്തമായ അവസ്ഥയിലും യവനഭാഷക്കുമാത്രം കീഴായ ആഭാഷ നിർമ്മിതമായതും അപ്പോൾ ആണ്. ഇങ്ങ്ലാണ്ടിൻെറ പലെമഹാത്മ്യങ്ങളിൽ വെച്ച ഏററവും ശോഭിക്കുന്നതും നിലനില്ക്കുന്നതും ആയ ശ്രേഷ്ഠമായ കാവ്യസമൂഹത്തിൻെറ പ്രഭാതം ഉണ്ടായതും അപ്പോൾ ആണ്.

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

URIYA: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

ଯେଉଁ ଶେଷ ନଦୀମାନେ ମହାଦେଶମାନଙ୍କୁ ଉର୍ବରତାମୟ କରୁଅଛନ୍ତି ଏବଂ ବହୁମୂଲ୍ୟ-ବାଣିଜ୍ୟ-ସାମଗ୍ରୀ-ପୂର୍ଣ୍ଣ ପୋତ-ସମୂହକୁ ସମୁଦ୍ରକୁ ବହନ କରୁଅଛନ୍ତି ସେମାନଙ୍କର ଉତ୍ପତ୍ତି ସ୍ଥାନମାନଙ୍କର ଅନୁସନ୍ଧାନ କରିବାକୁ ହେଲେ ତାହା ପର୍ଯ୍ୟଟକମାନଙ୍କଦ୍ୱାରା ଅନାବିଷ୍କୃତ ମରୁ ଓ ଅରଣ୍ୟମୟ ପର୍ବତ-ପ୍ରଦେଶମାନଙ୍କରେ କରିବାକୁ ହେବ । ଇଂଲଣ୍ଡର ତ୍ରୟୋଦଶ ଶତାବ୍ଦିର ଇତିହାସକୁ ଏହିପରି ପର୍ବତ-ପ୍ରଦେଶର ସହିତ ତୁଳନା କଲେ ଅନୁଚିତ ହେବନାହିଁ । ଇଂଲଣ୍ଡର ଇତିହାସର ସେହିଭାଗ ସୁବିଦିତ ହୋଇ ନଥିଲେ ହେଁ ତଦ୍ଦେଶର ସ୍ୱାଧୀନତା, ସମୃଦ୍ଧି ଓ ଗୌରବର ଉତ୍ପତ୍ତି ସେହି ଭାଗ-

ରେ ଅନୁସନ୍ଧାନକଲେ ମିଳିବ । ଏହି ସମୟରେ ଜାତୀୟ ଚରିତ୍ର ଯେଉଁ ସବୁ ବୈଲକ୍ଷଣ୍ୟ ପ୍ରକାଶ କରିବାକୁ ଆରମ୍ଭ କଲା ସେସବୁ ଅବଶ୍ୟ ତହିଁରେ ନିହିତ ରହିଅଛି । ଏହିସମୟରେ ପୃଥିବୀର ଅନ୍ୟାନ୍ୟଦେଶର ସ୍ୱାଧୀନତନ୍ତ୍ର ଯେଉଁ ଶାସନ-ପ୍ରଣାଳୀର ଅନୁକରଣ ମାତ୍ର ସେହି ଶାସନ-ପ୍ରଣାଳୀ ପ୍ରଥମରେ ସ୍ପଷ୍ଟାକାରରେ ଲକ୍ଷିତ ହେବାକୁ ଲାଗିଲା । ଏହିସମୟରେ ପୁରାତନ କିମ୍ବା ନୂତନ ଭୂଖଣ୍ଡସ୍ଥ ସକଳ ପ୍ରଜାତନ୍ତ୍ର ସଭାର ମୂଳ ଆଦର୍ଶ ସ୍ୱରୂପ କାମନ୍ସ ସଭା ନୂତନକରି ଅବତରଣ କାର୍ଯ୍ୟ ଆରମ୍ଭ କଲେ । ଏହିସମୟରେ ଇଂଲଣ୍ଡର ନାବିକମାନଙ୍କ ବିକ୍ରମ ତାହାର ପତାକାକୁ ସାଗର ବକ୍ଷରେ ଶଙ୍କାସ୍ପଦୀଭୂତ କଲା । ଏହିସମୟରେ ବିଦ୍ୟା ଶିକ୍ଷାର ଜାତୀୟ ପ୍ରଧାନ କେନ୍ଦ୍ରଦ୍ୱୟରେ ଅଦ୍ୟାବଧି ବର୍ତ୍ତମାନ ପ୍ରାଚୀନତମ ବିଦ୍ୟାମନ୍ଦିରମାନ ପ୍ରତିଷ୍ଠିତ ହେଲା । ଏହିସମୟରେ ସେହି ଭାଷା ଗଠିତ ହେଲା ଯାହା ଦକ୍ଷିଣ ଇଉରୋପର ଅନ୍ୟାନ୍ୟ ଭାଷାପେକ୍ଷା ସୁଶ୍ରାବ୍ୟତାରେ ନ୍ୟୂନ ହେଲେମଧ୍ୟ ଓଜୋଗୁଣ, ଶବ୍ଦପ୍ରାଚୁର୍ଯ୍ୟ, ଏବଂ କବି, ଦାର୍ଶନିକ ଓ ବାଗ୍ମୀର ସର୍ବବିଧ ଭାବପ୍ରକାଶର ଉପଯୋଗିତା ବିଷୟରେ କେବଳ ଗ୍ରୀକ ଭାଷାଠାରୁ ନିକୃଷ୍ଟ ଅଟେ । ଏହିସମୟରେ ସେହି ବିପୁଳ ସାହିତ୍ୟର ଉଷାକାଳର ଆବିର୍ଭାବ ହେଲା ଯାହା ଇଂଲଣ୍ଡର ବହୁସଂଖ୍ୟକ ଗୌରବ ସାମଗ୍ରୀ ମଧ୍ୟରେ ଉଜ୍ଜ୍ୱଳତା ଓ ଅକ୍ଷୟତାରେ ସର୍ବାପେକ୍ଷା ଶ୍ରେଷ୍ଠ ଅଟେ ।

SATURDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

FRENCH: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English*)

Translate into English:

C'est dans les régions montagneuses, arides et sauvages, rarement foulées par le pied du voyageur, que prennent leur source ces beaux fleuves qui arrosent et fertilisent tout un continent, et

portent à la mer des vaisseaux chargés de riches marchandises. Entre ces sortes de contrées et l'histoire de l'Angleterre au XIII. siècle il existe un rapport assez frappant. Quelque humble et obscure que soit cette partie de ses annales, c'est de cette époque que datent son affranchissement, sa prospérité et sa gloire. C'est alors que le caractère national commença à se dessiner sous les traits qu'il garde encore aujourd'hui. C'est alors que parut, avec son empreinte distinctive, cette constitution qui a servi de modèle à toutes les constitutions libérales. C'est à cette époque que la Chambre des Communes, le type des assemblées représentatives qui siègent, soit dans l'Ancien, soit dans le Nouveau-Monde, tint ses premières sessions. Alors, pour la première fois, le drapeau de l'Angleterre, grâce au courage de ses marins, se fit redouter sur les mers. A cette même époque remonte la fondation des premiers collèges qui font encore l'ornement de nos deux centres intellectuels. Alors aussi se forma cette langue, moins mélodieuse, il est vrai, que les langues méridionales, mais qui en vigueur, en richesse, et dans les ressources qu'elle offre au poète, à l'orateur, au philosophe, ne le cède qu' à la langue d'Homère et de Démosthène. Alors, enfin, on vit briller l'aurore de cette noble littérature qui, parmi tant de gloires nationales, est bien la plus excellente et la plus durable.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. 1. "कर्मैव कारणं चात्र सुगतिं दुर्गतिं प्रति" State Sukrāchārya's doctrine of कर्म and explain how he reconciles it with the necessity of individual action.

2 शब्दस्स्पर्शश्च रूपञ्च रसो गन्धश्च पञ्चमः ।
एकैकं त्वलमेतेषां विनाशप्रतिपत्तये ॥

Illustrate this statement by examples.

II. 1. Distinguish between मानम्, उन्मानम् and परिमाणम्.

2. Define the terms प्रस्थः, प्रस्थपादम्, औत्तमर्णिकः and परिवर्त्तनम्.

3 Explain वसुषण्मुनिसंख्याकैर्यवैः

III. Paraphrase:

तव कुसुमशरत्वं शीतरश्मित्वमिन्दो-
र्द्वयमिदमयथार्थं दृश्यते मद्विधेषु ।

विसृजति हिमगर्भैरग्निमिन्दुर्मयूखैः
त्वमपि कुसुमबाणान्वज्रसारीकरोषि ॥
रम्यान्तरः कमलिनीहरितैः सरोभि-
श्छायाद्रुमैर्नियमितार्कमयूखतापः।
भूयात्कुशेशयरजोमृदुरेणुरस्याः
शान्तानुकूलपवनश्च शिवश्च पन्थाः ॥
आजन्मनश्शाठ्यमशिक्षितो यः
तस्याप्रमाणं वचनं जनस्य ।
परातिसन्धानमधीयते यैः
विद्येति ते सन्तु किलाप्तवाचः ॥

Expand the underlined compounds in the above passage

IV 1. अध्याक्रान्ता वसतिरमुनाप्याश्रमे सर्वभोग्ये ।
रक्षायोगदयमपि तपः प्रत्यहं संचिनोनि ॥

2 सामान्यप्रतिपत्तिपूर्वकमियं दारेषु दृश्या त्वया ।

3. स्त्रीणामशिक्षितपटुत्वममानुषीषु
संदृश्यते किमुत याः प्रतिबोधवत्यः ।
प्रागन्तरिक्षगमनात्स्वमपत्यजात-
मन्यैर्द्विजैः परभृताः परिपोषयन्ति ॥

Explain the above passages fully and mention the various interpretations suggested for (2).

V Explain the following similes and give their context

1. चीनांशुकमिव केतोः प्रतिवातं नीयमानस्य ॥

2. अर्कस्योपरि शिथिलं च्युतमिव नवमालिकाकुसुमम्॥

3. दिवस इवाभ्रश्यामः तपात्यये जीवलोकस्य ॥

4. प्रत्यर्पितन्यास इवान्तरात्मा ॥

VI. 1 Quote Dushyanta's description of his own wasted body, or of Sakuntalā exhausted by the watering of the flower plants.

2. Quote and explain the verse in which Dushyanta concludes that she is fit to be married by a Kshatriya.

3. Explain the allusions in the following

(a) मृगानुसारिणं साक्षात्पश्यामीव पिनाकिनम् ॥

(b) त्रिशङ्कुरिवान्तरिक्षे तिष्ठ ॥

(c) अधर्माच्चैव नहुषः प्रतिपेदे रसातलम् ॥

VII. 1. (a) ओदकान्तादनुगन्तव्यः स्निग्धो जनः ॥

(b) शक्यमरविन्दसुरभिः.....आलिङ्गितुं पवनः ॥

(c) दक्षिणेन वृक्षवाटिकामालाप इव श्रूयते ॥

Parse the underlined words.

2. What cases do ऋते, समं, विना and अलं govern? Illustrate by examples.

VIII. 1. Derive the following

पिधाय, स्वस्त्रीय, मेधावी, सायंतन, सपत्नी, क्षय्य and गीर्ण.

2. Give the meaning of

पल्याणम्, उत्कोचः, अकृष्टपच्य, इङ्गितम्, कर्णधारः, कौशेयम्, नेपथ्यम्, सूत्रधारः, आयः, यवनी, मदिरेक्षण and आतङ्कः.

IX. 1. Conjugate बन्ध् in the Aorist, and give the Aorist third person singular of अस् to throw, मन् (4th conj.), ख्या, श्रि and पत् to fall, and the Causal third person singular present of पा to drink, पा to protect, अधि+इ to study, हन् to kill, and ज्वल् to shine.

2. Give the meaning of

(a) हृ with the upasargas वि, वि+आ, अधि+आ, वि+अव and उप.

(b) वस् with उप, अधि and प्र.

(c) स्था with उद्, प्र, उप and सम्.

MONDAY, 18TH DECEMBER, 10 A.M TO 1 P M

SANSKRIT: TRANSLATION.

I. Translate into English ·

1. सरसिजमनुविद्धं शैवलेनापि रम्यं
मलिनमपि हिमांशोर्लक्ष्म लक्ष्मीं तनोति ।
इयमधिकमनोज्ञा वल्कलेनापि तन्वी
किमिव हि मधुराणां मण्डनं नाकृतीनाम् ॥ १ ॥

2. क्षौमं केनचिदिन्दुपाण्डु तरुणा माङ्गल्यमाविष्कृतं
निष्ट्यूतश्चरणोपभोगसुलभो लाक्षारसः केनचित् ।
अन्येभ्यो वनदेवताकरतलैरापर्वभागोत्थितैः
दत्तान्याभरणानि तत्किसलयोद्भेदप्रतिद्वन्द्विभिः॥२

3. अभिजनवतो भर्तुः श्लाघ्ये स्थिता गृहिणीपदे
विभवगुरुभिः कृत्यैस्तस्य प्रतिक्षणमाकुला ।
तनयमचिरात्प्राचीवार्कं प्रसूय च पावनं
मम विरहजां न त्वं वत्से शुचं गणयिष्यसि॥ ३॥

4. रम्याणिं वीक्ष्य मधुरांश्च निशम्य शब्दान्
पर्युत्सुकीभवति यत्सुखितोऽपि जन्तुः ।

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तच्चेतसा स्मरति नूनमबोधपूर्वं
भावस्थिराणि जननान्तरसौहृदानि ॥ ४ ॥

5. औत्सुक्यमात्रमवसादयति प्रतिष्ठा
क्लिश्नाति लब्धपरिपालनवृत्तिरेनम् ।
नातिश्रमापनयनाय न च श्रमाय
राज्यं स्वहस्तधृतदण्डमिवातपत्रम् ॥ ५ ॥

6. उत्पक्ष्मणोर्नयनयोरुपरुद्धवृत्ति
बाष्पं कुरु स्थिरतया विरतानुबन्धम् ।
अस्मिन्नलक्षितनतोन्नतभूमिभागे
मार्गे पदानि खलु ते विषमीववन्ति ॥ ६ ॥

7. तस्याः पुष्पमयी शरीरलुलिता शय्या शिलायामियं
क्लान्तो मन्मथलेख एष नलिनीपत्रे नखैरर्पितः ।
हस्ताद्भ्रष्टमिदं बिसाभरणमित्यासज्यमानेक्षणो
निर्गन्तुं सहसा न वेतसगृहाच्छक्नोमि शून्यादपि ॥७॥

8 भोः कामं धर्मकार्यमनतिपात्यं देवस्य । तथापीदानीमेव धर्मासनादुत्थिताय पुनरुपरोधकारि कण्वशिष्यागमनमस्मै नोत्सहे निवेदयितुम् । अथवा अविश्रमोऽयं लोकतन्त्राधिकारः । यावन्नियोगमनुतिष्ठामि । एष देवः । जयतु जयतु देवः । एते खलु हिमगिरेरुपत्यकारण्यवासिनः काश्यपसंदेशमादाय सस्त्रीकास्तपस्विनः संप्राप्ताः । श्रुत्वा देवः प्रमाणम्॥

9. मृदुगुरुप्रमाणत्ववर्णशब्दादिभिः समम् ।
परीक्षकैर्द्रावयित्वा यथा स्वर्णं परीक्ष्यते ॥ १ ॥

कर्मणा सहवासेन गुणैः शीलकुलादिभिः ।
भृत्यं परीक्षयेन्नित्यं विश्वास्यं विश्वसेत्तदा ॥ २ ॥

10. जपोपवासनियमकर्मध्यानरतः सदा ।
दान्तः क्षमी निःस्पृहश्च तपोनिष्ठः स उच्यते ॥

11. यथागुणान् स्वभृत्यांश्च प्रजाः संरञ्जयेन्नृपः ।
छत्रातपत्रचमरदीपिकानां प्रदानतः ॥ १ ॥
क्षमया प्रणिपातेन मानेनाभिगमेन च ।
सत्कारेण च ज्ञानेन ह्यादरेण शमेन च ॥ २ ॥
प्रेम्णा समीपवासेन स्वार्धासनप्रदानतः ।
सम्पूर्णासनदानेन स्तुत्योपकारकीर्तनात् ॥ ३ ॥

12. तृष्णां छिन्धि भज क्षमां जहि मदं पापे रतिं मा कृथाः
सत्यं ब्रूह्यनुयाहि साधुपदवीं सेवस्व विद्वज्जनम् ।
मान्यान्मानय विद्विषोऽप्यनुनय प्रख्यापय प्रश्रयं
कीर्त्तिं पालय दुःखिते कुरु दयामेतत्सतां चेष्टितम् ॥

II Translate into Sanskrit

In their long warfare with the demons, the gods were oftentimes defeated, and rendered quite helpless Those demons slain by the gods were restored to life by Śukrâchârya, their preceptor, by means of a *mantra* which he alone possessed The gods resolved to secure, if possible, this *mantra*, and induced Kacha, a son of Brihaspati, to go to Śukrâchârya and learn it from him by becoming his disciple. So Kacha went to the preceptor, but the demons killed Kacha twice lest he should succeed in acquiring the lore; but on both occasions he was restored to life by the sage at the intercession of Devayání, his daughter, who had fallen in love with the youth. Thus discomfited, the demons killed him a third time, burnt his body and reduced it to ashes, but Devayání again begged her father to restore the youth to life. Not being able to resist his daughter's request, Sukra once more used the *mantra* and made Kacha alive and taught him the *mantra*

Devayání thenceforth began to make stronger advances of love to him, but he steadily resisted her proposals, telling her that

she was to him as a younger sister She thereupon cursed him that the great *mantra* he had learnt would be powerless; he, in return, cursed her that she should be sought by no Bráhmana, but would become a Kshatriya's wife

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

GREEK · TEXT-BOOKS AND GRAMMAR.

I. 1. Exemplify the Attic use of the article (*a*) with proper names; (*b*) with adverbs; (*c*) with infinitives; (*d*) in elliptic expressions.

2 Point out instances in which the Greek uses the article, while the English omits it.

3. Remark on the use of the article in: *τὸ δ' ὑμεῖς ὅταν εἴπω, τὴν πόλιν λέγω.*

4. Mark the difference between *ὁ δέ, ὅδε, ὧδε, ὁ ἄνθρωπος, τὸ ἄνθρωπος.*

II. 1 Give the Greek prepositions which govern the genitive only.

2. What is meant by *genitive absolute*, by *genitive of comparison?*

3 Classify the verbs which are generally followed by the genitive in Greek. Illustrate your answer by examples

III. 1. Greek verbs have a verbal adjective in *τέος*. How is it formed? Illustrate its *personal* and its *impersonal* construction. Form such verbal adjectives from *τάσσω, ῥήγνυμι, τρίβω, λαμβάνω.*

2. Parse the following verbal forms and write down the principal parts of the verb to which each belongs · *πέπονθας, προδῷς, ἐξεπλήσθη, εἰργάσω, φήνασθαι.*

IV Translate, so as to bring out all the force of the connecting particles.

Συνεπαινεσάντων δὲ πάντων, καὶ οὐδενὸς εἰπόντος ἐναντίον οὐδέν, οὐκ εἶπον μὲν ταῦτα, οὐκ ἔγραψα δὲ, οὐδ' ἔγραψα μὲν, οὐκ ἐπρέσβευσα δὲ, οὐδ' ἐπρέσβευσα μὲν, οὐκ ἔπεισα δὲ Θηβαίους.

Τίς δ' ὁ τῇ πόλει λέγων καὶ γράφων καὶ πράττων καὶ ἁπλῶς ἑαυτὸν εἰς τὰ πράγματα ἀφειδῶς διδούς; ἐγώ.

V. Translate, and answer the questions appended to each extract.

1. *Ἀλλ' αὐτὸς τάλας*
θανὼν, παρέξω δαῖθ' ὑφ' ὧν ἐφερβόμην.

Compare *τάλας*. Explain the construction of *ὧν*.

Decline the word which is underlined, and account for its spelling in the text.

2. οὓς σὺ ζῶντας μέν, ὦ κίναδος, κολακεύων παρηκολούθεις, τεθνεώτων δ' οὐκ αἰσθάνει κατηγορῶν.

Name the persons spoken of and the fact alluded to.

Write grammatical remarks on the forms τεθνεώτων and αἰσθάνει, and decline the former.

3. εἶτα πῦρ ἂν οὐ παρῇν,
ἀλλ' ἐν πέτροισι πέτρον ἐκτρίβων, μόλις
ἔφην' ἄφαντον φῶς, ὃ καὶ σώζει μ' ἀεί.

What tense is ἔφην'? Conjugate ἐκτρίβων in the perfect indicative passive.

VI. 1. Translate. 2. Remark on the syntactical construction of the underlined words.

(a) Ἀλλ' ἢ τέθνηκεν, ἢ τὰ τῶν διακόνων,
ὡς εἰκὸς, οἶμαι, τοὐμὸν ἐν σμικρῷ μέρος
ποιούμενοι, τὸν οἶκαδ' ἤπειγον στόλον.

(b) Ὦ μελέα ψυχὰ,
ὃς μηδ' οἰνοχύτου πώματος
ἥσθη δεκέτει χρόνῳ.

(c) Ἀλλ', εἰ δοκεῖ, χωρῶμεν, ἔνδοθεν λαβών
ὅτου σε χρεία καὶ πόθος μάλιστ' ἔχει.

VII. 1. Translate. 2 State the historical facts alluded to. 3. Point out any construction peculiar to the Greek language.

Ἑώρων δ' αὐτὸν τὸν Φίλιππον, πρὸς ὃν ἦν ἡμῖν ὁ ἀγὼν, ὑπὲρ ἀρχῆς καὶ δυναστείας τὸν ὀφθαλμὸν ἐκκεκομμένον, τὴν κλεῖν κατεαγότα, τὴν χεῖρα, τὸ σκέλος πεπηρωμένον, πᾶν ὅ τι βουληθείη μέρος ἡ τύχη τοῦ σώματος παρελέσθαι, τοῦτο προϊέμενον, ὥστε τῷ λοιπῷ μετὰ τιμῆς καὶ δόξης ζῆν.

VIII. Ὁ γὰρ σύμβουλος καὶ συκοφάντης, οὐδὲ τῶν ἄλλων οὐδὲν ἐοικότες, ἐν τούτῳ πλεῖστον ἀλλήλων διαφέρουσιν· ὁ μέν γε, πρὸ τῶν πραγμάτων γνώμην ἀποφαίνεται, καὶ δίδωσιν ἑαυτὸν ὑπεύθυνον τοῖς πεισθεῖσι, τῇ τύχῃ, τοῖς καιροῖς, τῷ βουλομένῳ· ὁ δέ, σιγήσας ἡνίκ' ἔδει λέγειν, ἄν τι δύσκολον συμβῇ, τοῦτο βασκαίνει.

1. Translate. 2. Decline ἀλλήλων. 3 Give the derivation of the words underlined, adding proper explanations.

IX. Comment upon the following phrases, with a view to illustrate their full meaning, referring to the context, when necessary.

1. νῦν δειξάτω ἐν τῷ ἐμῷ ὕδατι.

2. τίς ἀγορεύειν βούλεται,
3. τὸ μέρος τῶν ψήφων ὁ διώκων οὐκ ἔλαβεν.
4. προβληθεὶς πυλαγόρας οὗτος.

X. 1. On what occasion was the oration Περὶ Στεφάνου pronounced? What charges had been brought against Demosthenes?

The orator now and then deals his opponent most crushing blows. Quote one instance.

What was the issue of the trial?

2. Give an account of the part acted by Neoptolemus in the Philoctetes.

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

GREEK: TRANSLATION.

I. Translate into English:

1. ΟΔ. οὐκ ἂν φράσειας ἥντιν' αὖ παλίντροπος
κέλευθον ἕρπεις ὧδε σὺν σπουδῇ ταχύς;
ΝΕ. λύσων ὅσ' ἐξήμαρτον ἐν τῷ πρὶν χρόνῳ.
ΟΔ. δεινόν γε φωνεῖς· ἡ δ' ἁμαρτία τίς ἦν;
ΝΕ. ἣν σοὶ πιθόμενος τῷ τε σύμπαντι στρατῷ
ΟΔ. ἔπραξας ἔργον ποῖον ὧν οὔ σοι πρέπον;
ΝΕ. ἀπάταισιν αἰσχραῖς ἄνδρα καὶ δόλοις ἑλών.
ΟΔ. τὸν ποῖον; ὤμοι· μῶν τι βουλεύει νέον,
ΝΕ. νέον μὲν οὐδὲν, τῷ δὲ Ποίαντος τόκῳ
ΟΔ. τί χρῆμα δράσεις, ὥς μ' ὑπῆλθέ τις φόβος.
ΝΕ. παρ' οὗπερ ἔλαβον τάδε τὰ τόξ', αὖθις πάλιν
ΟΔ. ὦ Ζεῦ, τί λέξεις, οὔ τί που δοῦναι νοεῖς;
ΝΕ. αἰσχρῶς γὰρ αὐτὰ κοὐ δίκῃ λαβὼν ἔχω.
ΟΔ. πρὸς θεῶν, πότερα δὴ κερτομῶν λέγεις τάδε;
ΝΕ. εἰ κερτόμησίς ἐστι τἀληθῆ λέγειν.

2. τότ' ἄσμενόν μ' ὡς εἶδον ἐκ πολλοῦ σάλου
εὕδοντ' ἐπ' ἀκτῆς ἐν κατηρεφεῖ πέτρῳ,
λιπόντες ὤχονθ', οἷα φωτὶ δυσμόρῳ
ῥάκη προθέντες βαιὰ καί τι καὶ βορᾶς
ἐπωφέλημα σμικρὸν, οἵ' αὐτοῖς τύχοι.
σὺ δὴ, τέκνον, ποίαν μ' ἀνάστασιν δοκεῖς
αὐτῶν βεβώτων ἐξ ὕπνου στῆναι τότε;
ποῖ' ἐκδακρῦσαι, ποῖ' ἀποιμῶξαι κακά,
ὁρῶντα μὲν ναῦς, ἃς ἔχων ἐναυστόλουν,
πάσας βεβώσας, ἄνδρα δ' οὐδέν' ἔντοπον,

οὐχ ὅστις ἀρκεσειεν, οὐδ' ὅστις νόσου
κάμνοντι συλλάβοιτο, πάντα δὲ σκοπῶν
ηὕρισκον οὐδὲν πλὴν ἀνιᾶσθαι παρὸν,
τούτου δὲ πολλὴν εὐμάρειαν, ὦ τέκνον.

3 . . . . . τόδε τοι θαῦμά μ' ἔχει,
πῶς ποτε πῶς ποτ' ἀμφιπλήκτων ῥοθίων μόνος κλύων,
πῶς ἄρα πανδάκρυτον οὕτω βιοτὰν κατέσχεν·
ἵν' αὐτὸς ἦν πρόσουρος, οὐχ ἔχων βάσιν,
οὐδὲ τιν' ἐγχώρων κακογείτονα,
παρ' ᾧ στόνον ἀντιτυπον βαρυβρῶτ' ἀποκλαύσειεν αἱματηρόν·
ὃς τὰν θερμοτάταν αἱμάδα κηκιομέναν ἑλκέων
ἐνθήρου ποδὸς ἠπίοισι φύλλοις
κατευνάσειεν, εἴ τι ἐμπέσοι
φορβάδος ἐκ γαίας ἑλεῖν
εἶρπε γὰρ ἄλλοτ' ἄλλᾳ τότ' ἂν εἰλυόμενος,
παῖς ἄτερ ὡς φίλας τιθήνας, ὅθεν εὐμάρει' ὑπάρ—
χοι πόρου, ἀνίκ' ἐξανείη δακέθυμος ἄτα
οὐ φορβὰν ἱερᾶς γᾶς σπόρον, οὐκ ἄλλων
αἴρων τῶν νεμόμεσθ' ἀνέρες ἀλφησταί,
πλὴν ἐξ ὠκυβόλων εἴ ποτε τόξων
πτανοῖς ἰοῖς ἀνύσειε γαστρὶ φορβάν.

4 ἐγὼ μὲν γὰρ προὔλεγον καὶ διεμαρτυρόμην καὶ παρ' ὑμῖν ἀεὶ καὶ ὅποι πεμφθείην· αἱ δὲ πόλεις ἐνόσουν τῶν μὲν ἐν τῷ πολιτεύεσθαι καὶ πράττειν δωροδοκούντων καὶ διαφθειρομένων ἐπὶ χρήμασι, τῶν δὲ ἰδιωτῶν καὶ πολλῶν τὰ μὲν οὐ προορωμένων, τὰ δὲ τῇ καθ' ἡμέραν ῥᾳστώνῃ καὶ σχολῇ δελεαζομένων, καὶ τοιουτονί τι πάθος πεπονθότων ἁπάντων, πλὴν οὐκ ἐφ' ἑαυτοὺς ἑκάστων οἰομένων τὸ δεινὸν ἥξειν, ἀλλὰ διὰ τῶν ἑτέρων κινδύνων τὰ ἑαυτῶν ἀσφαλῶς σχήσειν, ὅταν βούλωνται. εἶτ' οἶμαι συμβέβηκε τοῖς μὲν πληθεσιν ἀντὶ τῆς πολλῆς καὶ ἀκαίρου ῥαθυμίας τὴν ἐλευθερίαν ἀπολωλεκέναι, τοῖς δὲ προεστηκόσι καὶ τἆλλα πλὴν ἑαυτοὺς οἰομένοις πωλεῖν πρώτους ἑαυτοὺς πεπρακόσιν αἰσθέσθαι

5 Ἀλλὰ μὴν τὸ μὲν παρεληλυθὸς ἀεὶ παρὰ πᾶσιν ἀφεῖται, καὶ οὐδεὶς περὶ τούτου προτίθησιν οὐδαμοῦ βουλήν τὸ δὲ μέλλον ἢ τὸ παρὸν τὴν τοῦ συμβούλου τάξιν ἀπαιτεῖ τότε τοίνυν τὰ μὲν ἔμελλεν, ὡς ἐδόκει, τῶν δεινῶν, τὰ δ' ἤδη παρῆν ἐν οἷς τὴν προαίρεσίν μοι σκόπει τῆς πολιτείας, μὴ τὰ συμβάντα συκοφάντει. τὸ μὲν γὰρ πέρας, ὡς ἂν ὁ δαίμων βουληθῇ, πάντων γίγνεται· ἡ δὲ προαίρεσις αὐτὴ τὴν τοῦ συμβούλου

διάνοιαν δηλοῖ. μὴ δὴ τοῦτο ὡς ἀδίκημα ἐμὸν θῇς, εἰ κρατῆσαι συνέβη Φιλίππῳ τῇ μάχῃ. ἐν γὰρ τῷ θεῷ τὸ τούτου τέλος ἦν, οὐκ ἐν ἐμοί.

6 ὡς δ' ἀπηλλάγης ποτὲ καὶ τούτου, πάνθ' ἃ τῶν ἄλλων κατηγορεῖς αὐτὸς ποιήσας, οὐ κατῄσχυνας μὰ Δί' οὐδὲν τῶν προὔπηργμένων τῷ μετὰ ταῦτα βίῳ, ἀλλὰ μισθώσας σαυτὸν τοῖς βαρυστόνοις ἐπικαλουμένοις ἐκείνοις ὑποκριταῖς, Σιμύλῳ καὶ Σωκράτει, ἐτριταγωνίστεις, σῦκα καὶ βότρυς καὶ ἐλάας συλλέγων ὥσπερ ὀπωρώνης ἐκ τῶν ἀλλοτρίων χωρίων, πλείω λαμβάνων ἀπὸ τούτων τραύματα ἢ τῶν ἀγώνων, οὓς ὑμεῖς περὶ τῆς ψυχῆς ἠγωνίζεσθε ἦν γὰρ ἄσπονδος καὶ ἀκήρυκτος ὑμῖν πρὸς τοὺς θεατὰς πόλεμος, ὑφ' ὧν πολλὰ τραύματ' εἰληφὼς εἰκότως τοὺς ἀπείρους τῶν τοιούτων κινδύνων ὡς δειλοὺς σκώπτεις.

7 (*Not from Text-Books*)

Ἀλέξανδρος δέ, "ταῦτα μέν," ἔφη, "ὦ Παρμενίων, γιγνώσκω· αἰσχύνομαι δέ, εἰ τὸν μὲν Ἑλλήσποντον διέβην εὐπετῶς, τοῦτο δέ, σμικρὸν ῥεῦμα, εἴρξει ἡμᾶς τοῦ μὴ οὐ διαβῆναι ὡς ἔχομεν. καὶ τοῦτο οὔτε πρὸς Μακεδόνων τῆς δόξης οὔτε πρὸς τῆς ἐμῆς ἐς τοὺς κινδύνους ὀξύτητος ποιοῦμαι· ἀναθαρρήσειν τε δοκῶ τοὺς Πέρσας ὡς ἀξιομάχους Μακεδόσιν ὄντας, ὅτι οὐδὲν ἄξιον τοῦ σφῶν δέους ἐν τῷ παραυτίκα ἔπαθον."

Καὶ σιγὴ ἦν πολλὴ ἀφ' ἑκατέρων. Οἱ γὰρ Πέρσαι προσέμενον τοὺς Μακεδόνας, ὁπότε ἐσβήσονται ἐς τὸν ποταμόν, ὡς ἐπικεισόμενοι ἐκβαίνουσιν.

II Translate into Greek

At break of day the people were assembled and the Prytanes in their places, when the Archon publicly announced the sad news Upon this the herald, according to custom, stepped forth and asked, with a loud voice, who would address the assembly No one came forward, till at last, after repeated calls, Demosthenes arose

"Now is the time," said he, "to enter into close alliance with this state, to forget all former quarrels, and with united forces to march against the enemy of the freedom of Greece Let the contest between Greeks be the contest for glory the contest with Philip must be carried on to save our country from the disgrace of a foreign yoke"

SATURDAY, 16TH DECEMBER, 2 TO 5 P M

LATIN TEXT-BOOKS AND GRAMMAR

I 1 Give

(*a*) the Genitive and Dative plural of dea, deus, nummus, vis, abies

(*b*) the Nominative singular and gender of vadibus, vulgi, codicum, tibicinibus.

2. Write down the first person singular Present Indicative Active and the Supine in "um" of the following verbs:—quivissent, sanxerit, potanto, iuvaret, attulit, desisse.

II. 1. Distinguish in meaning between aliquis, quisquam, quisquis, quisque. Under what circumstances is "quis" equivalent to "aliquis?"

2. Give the uses of *dum* and *quum* with the indicative and subjunctive respectively.

3. What are the usual ways of expressing, (*a*) a single, (*b*) a double question in Latin?

III. 1 Each of the following words may be translated in two different ways. Parse each according to its two meanings—esset, assis, iure, canentia, vomere.

2. Give the derivation and meaning of *auceps*, *mazonomo*, *provincia*, *sarmenta*.

IV. Scan the following lines, and note any peculiarity in quantity or metre:

Galloni praeconis erat acipensere mensa.
Muneribus, tibi pampineo gravidus autumno.

V Translate into English and account for the case of the italicised words.

1. .. .. quem tu vidisse beatus
Non *magni* pendis, quia contigit.

2. Veritus ne legatus cognita re *laborantibus suis auxilio* foret, aciem, quam diffidens *virtuti* militum arte statuerat, quo hostium *itineri* officeret, latius porrigit.

3. Novus nemo tam clarus neque tam *egregiis factis* erat, quin is indignus *illo honore* et quasi pollutus haberetur.

4. O *fortunatos* nimium sua si bona norint.

VI. Translate into English and account for the moods of the italicised verbs.

1. Ante secundam
Roscius orabat sibi *adesses* ad Puteal cras.

2. Oppidanos hortatur moenia *defendant*, additis auxilio perfugis.

3. Id socordiane an casu *acciderit* parum cognovi.

4. Ad Bocchum nuntios mittit, "quam primum in Numidiam copias *adduceret*." Account for the tense also of "*adduceret*."

5. Perficiam profecto, ut hunc A. Licinium non modo non segregandum, quum *sit* civis, a numero civium, verum etiam, si non *esset*, *putetis* asciscendum fuisse.

VII Translate into English and briefly comment on the following passages,

1. .....Maxime Caesar,
Qui nunc extremis Asiae iam victor in oris
Inbellem avertis Romanis arcibus Indum.

2 Promptum est oculis prædiscere nigram,
Et quis cui color.

3 In beneficiis ad aerarium delatus est

VIII 1 What persons are described in the following phrases Pater Lenaeus, Anyti reum, ovo prognatus, Maia nate

2. Write explanatory notes on the italicised words in the following passages

(a) Fraxinus *Herculeæque* arbos umbrosa *coronæ*.
(b) *Aucupemque* cano Romana per oppida *carmen*.
(c) Post hoc ludus erat *culpa potare magistra*.
(d) O quando *faba Pythagoræ cognata*.

IX 1. Re-write the following extract in the form of Oratio Recta

"Ne festinaret abire; satis mature illum cum filio suo consulatum petiturum"

2 Translate into Latin.

(a) "It is our interest rather than theirs to ask for peace
(b) The land between was sandy and of one aspect. there was neither river nor mountain to distinguish their territories

X 1 Under what law and for what offence was Archias tried? Describe Cicero's line of defence

2 Draw a plan of the dinner table at the banquet of Nasidienus and describe the position of each guest.

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN TRANSLATION.

I Translate into English

1 Salsa autem tellus et quae perhibetur amara—
Frugibus infelix ea, nec mansuescit arando,
Nec Baccho genus, aut pomis sua nomina servat —
Tale dabit specimen Tu spissa rumine qualos,
Colaque prelorum fumosis deripe tectis,
Huc ager ille malus dulcesque a fontibus undae
Ad plenum calcentur, aqua eluctabitur omnis
Scilicet, et grandes ibunt per vimina guttae;
At sapor indicium faciet manifestus, et ora
Tristia temptantum sensu torquebit amaro.

2 Primus humum fodito, primus devecta cremato
Sarmenta, et vallos primus sub tecta referto;
Postremus metito Bis vitibus ingruit umbra,
Bis segetem densis obducunt sentibus herbae,
Durus uterque labor laudato ingentia rura,
Exiguum colito Nec non etiam aspera rusci
Vimina per silvam, et ripis fluvialis arundo
Caeditur, incultique exercet cura salicti

3 Avidienus,
Cui Canis ex vero dictum cognomen adhaeret,

Quinquennes oleas est et silvestria corna,
Ac nisi mutatum parcit defundere vinum et,
Cuius odorem olei nequeas perferre, licebit
Ille repotia, natales aliosve dierum
Festos albatus celebret, cornu ipse bilibri
Caulibus instillat, veteris non parcus aceti.
Quali igitur victu sapiens utetur? et horum
Utrum imitabitur? Hac urget lupus, hac canis, aiunt.

4. Balatro suspendens omnia naso,
Haec est condicio vivendi, aiebat, eoque
Responsura tuo nunquam est par fama labori.
Tene, ut ego accipiar laute, torquerier omni
Sollicitudine districtum, nè panis adustus,
Ne male conditum ius apponatur, ut omnes
Praecincti recte pueri comptique ministrent!
Adde hos praeterea casus, aulaea ruant si,
Ut modo; si patinam pede lapsus frangat agaso.

5. At Marius, antea iam infestus nobilitati, tum vero multus atque ferox instare: singulos modo, modo universos laedere: dictitare sese consulatum ex victis illis spolia cepisse; alia praeterea magnifica pro se, et illis dolentia. Interim, quae bello opus erant, prima habere: postulare legionibus supplementum, auxilia a populis et regibus arcessere: praeterea ex Latio fortissimum quemque, plerosque militiae, paucos fama cognitos, accire, et ambiendo cogere homines emeritis stipendiis secum proficisci.

6. Ad ea Sulla pro se breviter et modice; de pace et de communibus multis disseruit. Denique regi patefecit, quod polliceatur, senatum et populum Romanum, quoniam amplius armis valuissent, non in gratiam habituros: faciendum aliquid, quod illorum magis, quam sua, retulisse videretur: id adeo in promtu esse, quoniam Iugurthae copiam haberet: quem si Romanis tradidisset, fore uti illi plurimum deberetur; amicitiam, foedus, Numidiae partem, quam nunc peteret, ultro adventuram.

7. Sulla cum Hispanos et Gallos donaret, credo, hunc petentem repudiasset: quem nos in contione vidimus, cum ei libellum malus poeta de populo subiecisset, quod epigramma in eum fecisset tantum modo alternis versibus longiusculis, statim ex iis rebus, quas tum vendebat, iubere ei praemium tribui, sed ea condicione, ne quid postea scriberet. Qui sedulitatem mali poetae duxerit aliquo tamen praemio dignam, huius ingenium et virtutem in scribendo et copiam non expetisset?

(*Not from Text-Books.*)

8. Tarquinium moribundum quum qui circa erant excepissent. illos fugientes lictores comprehendunt. Clamor inde erat concursusque populi, mirantis quid esset. Tanaquil inter tumultum claudi regiam iubet, arbitros eiicit: quae curando vulneri apta sunt, tanquam spes maneret, sedulo comparat. Servio propere accito quum paene exsanguem virum ostendisset, dexteram tenens orat, ne inultam mortem soceri sinat. "Tuum est," inquit, "Servi,

si vir es, regnum, non eorum, qui alienis manibus pessimum facinus fecere."

II. Translate into Latin:

The letter which the consuls sent to Pyrrhus was to this effect. "The Roman consuls send health to king Pyrrhus. Nicias, your familiar friend, came to us, asking of us a reward if he should destroy you privately. To this we refused our assent. At the same time we thought proper to inform you of it, lest if any such thing happened, the world might have thought it done by our suggestion; also because it is not agreeable to us to contend by means of perjury or fraud. Unless you take heed, you will perish."

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. Give:

1. the meanings in Persian of:

آب دندان - تیغ کوه - چشم فرنگي - تجدد امثال - انگشتري برداري - شب تار و مار - آفتاب گوار - دم گیرا بی غلط کردن - زنخ زدن - شبخوان - قیماق *

2. two meanings of شان - بال - سفینه - عین - فلس

3. a proverb from the Deván-e-Sáqib, equivalent to زیره بکرمان بردن

II. 1. Distinguish in meaning between the following pairs of words:

تهور شجاعت - تجربه تفرید - ملال شادی شادی ملال - ستم رحم رحم ستم - خار پشت پشت خار *

2. Name and define the اضافت in:

جلاد فلک - دف ماه - یوسف اسحاق - قائد قضا

III. Paraphrase in Persian:

1. کناره کرد بهر بزم شیشه از مي ناب
چو دید مظهر چشمت ایاغ آئینه را *
چون وقت صبح دید رخت خوانده ان یکاد
از خط مکر عذار تو قران آفتاب *

لامي که ز زلف تو به میم دهن افتاد
گویا که به نفي دهنت حرف لم این است *

2. هوس عُسر من کنند شهان
اشک ناداریم بدارا ماند *
کف دریوزه ابرویم ریخت
ثاقبا داد از ستد باشد *
با پشت کوز گور اجل میکند شکار
بهرام ضعف بین که کمان اینچنین کشد *
دامانش پاره پاره نسازم اگر روم
از دست من خرابي هامون نمي شود *
ثاقب حقیقت صنم از کفر یافتم
از تار سبحه منت زنارمی کشم *

3. ز یکسو شاخ مرجان بر دمیده
ز دیگر سو درخشان سر کشیده *
بپای سرو سنبل در فتاده
بنفشه پیش سوسن سر نهاده *

4. Analyse the first couplet.

5. Parse each word in the last couplet.

IV. بیدار شو از غفلت هو هوش دم این است
بکشای بخود چشم نظر بر قدم این است *

Explain fully the underlined words.

V. 1. By whom and in what connection are the following quotations made?—

(۱) مال را گر بهر دین باشي حمول
نعم مال صالح گفتش رسول *
(۲) نیاساید اندر دیار تو کس
چو آسایش خویش خواهي وبس *
(۳) بدرد و صاف ترا کار نیست دم در کش
که هر چه ساقي ما ریخت عین الطاف است *

2. Give a brief account of نازنده and of نواز نده

VI. Give in Persian the purport of the following:

(۱) هر که آسایش الخمول راحة طلبد دست از آبرو شسته دائم الوقت در زاویهٔ خواري و ناکامي منزوي خواهد بود (۲) میل شاهین ترازوي زندگانی من بکفهٔ فنا مائل تر است (۳) راحت عطا بمحنت خواستن نیرزد - ولذت عمل بشدت عزل گران کند. (۴) خیاط کارخانهٔ قدم جامهٔ وجود هیچ موجودی بے طراز عدم ندوخته *

VII. 1. To whom or to what are the following epithets applied in your text-book?—Explain them.

بلبل شیراز - مهر خراسان - آتشین مجمر - ایلیا خداے نصیریان - شاخ نبات *

2. Write short notes on هوشنگ - فریدون

3. State briefly in Persian a story from the انوار سهیلي which illustrates the موافقت دوستان و فوائد معاضدت ایشان

VIII. 1. Write the following in اعداد رقمي

4, 59, 125, 367, 1893, 1208.

2. What is the numerical value of the following letters?

ض - ش - س - ط - د - ژ

3. Compare English tenses and moods with those in Persian.

IX. Complete the following expressions, and use each in a short sentence:

فوز و - رضا و - ملجا و - رفیع و - ذهن و - کور و

X. 1. Distinguish between قطعه و رباعي - ردیف و قافیه - لغز و معما - غزل و قصیده

2. Explain the تلمیح in

(۱) خویش و علي را چو خواست یک نمودن
باید معجز رسول شق بقمر زد *

(۲) جلوه گر ذاتت نبودي ماندي اندر ما و طین
سر بر آورد انکه در هستي ز جیب اربعین *

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:

1. The necessity of accuracy to success in any calling is so obvious as hardly to need remark. Whatever is worth doing at all is worth doing well. It is better to do a few things carefully, precisely as they should be done, than to do ten times as many in a loose and slovenly way. It matters little what virtues a man has, if he is always inexact. Be he a lawyer, an architect, an accountant, or an artizan, his work is done so poorly that it has to be done over again, causing infinite trouble and perplexity.

2. Punctuality is another virtue which must be cultivated by all who would succeed in any calling, whether lofty or humble. Nothing sooner inspires people with confidence in a business man than this quality, nor is there any habit which sooner saps his reputation than that of always being behind time. Thousands have failed in life from this cause alone. Unpunctuality is not only a serious vice in itself—it is also the cause of other vices; so that he who becomes its victim becomes involved in toils from which it is almost impossible to escape. He who needlessly breaks his appointment shows that he is as reckless of the waste of time of others as of his own. Washington was so rigidly punctual that when Hamilton, his secretary, pleaded a slow watch as an excuse for being five minutes late, he replied: Then, sir, either you must get a new watch, or I must get a new secretary.

II. Translate into English:

(۱) دمنه گفت آنچه فرمودي که اکابر بخدمت ملوک تقرب جسته اند بلے آن بنابر مصلحت کلي بوده و بے الهام الهي دران شروع ننموده اند و مطلقا هیچ غرض دنیوي و نفساني بآن آمیزش نداشته - و هرکه برین سیرت باشد هر چه کند و گوید کس را زهرهٔ اعتراض نیست - ولیکن امثال ما کسان بدان پایه کجا رسند وتمنای آن درجه بچه استحقاق نمایند - و دیگر آنچه گفتي بادشاه سایهٔ الهي است آن نیز مسلم میدارم - اما این صفت بادشاهے است - که کار هاے او براه حق نزدیک باشد و از طریق باطل دور - نه کسے را بغرض تربیت کند و نه بي محل عقوبت فرماید - وپسندیده ترین اخلاق ملوک آنست که ملازمان ستوده خصال را عزیز دارد و خدمتگاران بیوفا و غدار را ذلیل گرداند - مادر شیر

گفت این سخن که تو میگوئي راست است اما قضیهٔ تو بر عکس مینماید چه مجموع حضار این مجلس متفق اند بر آنکه شنزبه ملک را ملازمے بود ستوده سیرت و پسندیده سریرت و در افواه افتاده که بآتش سعایت تو خرمن امیدواری او سوخته شد و بشامت افساد تو اساس وفاداری ملک منهدم گشت - دمنه گفت بر ضمیر منیر ملک پوشیده نیست و حاضران همه دانند که میان من و گاؤ هیچ چیز از اسباب منازعت و مخاصمت قائم نبود و عداوت قدیمي خود چگونه خیال توان بست *

(۲) کے کرد خواهش ایندل محتاج بخت را
از بس فنا زده است سر پائے تخت را *
این دل زتاب یک نگه آتشین گداخت
آئینه را ببین و چنین جان سخت را *
بنشسته بود خوش سر محفل مرا چو دید
بر خاست زود تنگي جارا بهانه ساخت *
نکهت ز زلف یار رسانید چون صبا
رفتم ز شوق مشک خطا را بهانه ساخت *
پئ دل بردنم بررخ فگندي زلف مشکین را
که اکثر کار دزدان در شب دیجور میگردد *
سرا پا صاف شو تا روبروے یار جا یابي
که پیش خوبرویان آئینه منظور میگردد *
از تواضع میشود ظاهر کمال کاملے
صافتر گردد چو ساید بر صحک بازر جبین *
در جهان سرمایهٔ افتادگي پا کرد جمع
بر همه اعضا ازین وجه است بالاتر جبین *

(۳) حلم شتر چنانکه معلوم است اگر طفلے مهارش گیرد و صد فرسنگ برد گردن از متابعتش بر نه پیچد اما اگر درهٔ هولناک پیش آید که موجب هلاک باشد و طفل آنجا بادادي

خواهد رفتن زمام از کفش در گسلاند و دیگر مطاوعت نکند
که هنگام درشتي ملاطفت مذموم ست و گویند دشمن بملاطفت
دوست نگردد بلکه طمع دشمني زیادت کند *

کسے که لطف کند با تو خاک پایش باش
و گر خلاف کند در دو چشمش افگن خاک *
سخن بلطف و کرم با درشت خوی مگوي
که زنگ خورده نگردد مگر بسوهان پاک *

(۴) ملک شد آئینهٔ اسکندري * تا تو رخ خویش درو بنگري
روی تو زیبا بنماید مگر * زنگ تعدی بری از وی بدر
ملک فروزی چو سحر پیشه کن * وز نفس صبحدم اندیشه کن
ناوک مرد افگن صد تیر زن * آن نکند کاه یکي پیر زن

SATURDAY, 16TH DECEMBER, 2 TO 5 P M.

HINDUSTANI TEXT-BOOKS AND GRAMMAR

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1 (۱) ابیات ذیل کي تصریح سلیس اردو مین کیجئے :

جو دل هي ٹوٹ گیا کیا هو شعر تر پیدا
هوے هین شاخ شکسته سے کب ثمر پیدا *
کیا هي آتش غم نے مرا یهه خشک لهو
که مثل سنگ رگون مین هوے شرر پیدا *
جو هین حسین وه مفلس کبهي نهین هوتے
گلون کے ساتهه هی هوتا هي دیکهو زر پیدا *
چمکنا برق کا لازم بڑا هی آب باران مین
تصور چاهئے رونے مین اسکے روے خندان کا *
ڈالي اِدهر گلے میں اُدهر ٹکڑے هو گئي
اے رشک ماه پهني قباے کتان عدث *
ایثار دیکهنا که عیان هل اتي میں هي
مسکین کے بعد ذکر یتیم و یسیر کا *
دیکهے گر تجهکو نه کیون گردن مینا جهک جائے
یهه سلامي بهي تو داخل ادب آداب مین هے *

جسکو وطن مین چین نہو وہ سفر کرے
گذرے وطن سے دشت بلامین گذر کرے *

(۲) اشعار بالا کے لطائف شعري وصنائع لفظي و معنوي بیان کیجئے (۳) پہلے بیت کي تقطیع رقم ہو *

II. (۱) ابتدا مین قصۂ کلیلہ دمنہ کو سنسکرت سے کسنے اور کس کے عہد سلطنت مین اور کس زبان مین ترجمہ کیا؟ (۲) ابوالفضل کے ترجمہ کا نام کیا ہي؟ (۳) ناسخ اور گویا کي باہمي دوستي کتاب بستان حکمت سے کسطرح ثابت ہي؟ (۴) ناسخ کو کس وجہ سے اردو کا صائب کہتے ہین؟

III (۱) "حکمت عملي" کي تعریف اور اسکے اقسام معہ امثال مجملاً تحریر ہون (۲) "عدل" کسکو کہتے ہین؟ (۳) "ابوالبشر" "معلم اوّل" کن کو اور کسلئے کہتے ہین؟ (۴) "ناموس اکبر" سے کیا مراد ہي؟ (۵) کئي قسم کے دوست و دشمن ہوتے ہین؟ (۶) بني آدم کي "طلب" کے تین قسم بیان کیجئے:

VI. 1. اِن فقرون کا خلاصہ سلیس نثر مین رقم کیجئے:

(۱) یہہ دنیا ہر جائي دست بدست پہرتي ہي (۲) یہہ گوشہ و توشہ ہرگز اپنے فراخور حال نہین پاتا ہون (۳) کام پوشاک سے نہین ہمکو * عیب پوشي ہمارا شیوہ ہي؟ (۴) یہہ بات مروت سے دور ہي کہ مین صرف دوستي کي امید پر آیا ہون اور تو منہہ مجہہ سے پہیر کے دست رد میرے سینے پر مارتا ہي (۵) اسلئے وجود حاکم فرمان کا مخلوقات مین ضرور ہي کہ قواعد امر بالمعروف اور نہي عن المنکر کي محافظت کرے اور قانون سیاست کو موافق شریعت فرا کے جاري رکہے تا کوئي سرکش جادۂ اعتدال سے بانون باہر نرکہہ سکے *

2 محاورات ذیل کا ترجمہ انگریزي مین لکہئے:

(۱) آنکہہ چرانا (۲) اُسکا مبالغہ حد کو پہنچا (۳)

اسکے منهه مین پاني بهر آیا (۴) عذر اسکا پیش رفت نهوا (۵) هر ایک نے علے قدر حال برخورداري پائي (۶) اس نے دیوانه وار زبان کو لاف و گزاف پر اور ہاتهه کو اشراف پر دراز کیا تها *

V. الفاظ و اصطلاحات ذیل مین کیا فرق هي ؟

یتیم و یسیر - چالاک و بیدار مغز - ایجاز و اختصار - خوض و فکر - فصیح و بلیغ - اعجاز و استدراج - صنعت ایهام و صنعت ادماج - عرف و خطاب و لقب *

IV. فقرات مرقوم الذیل مین لفظ سے کے معنے کیا هین ؟

(۱) محنت روزگار سے ملول مت هو (۲) راحت کو محنت سے بدل دینا (۳) ع - تیغ بران سے هی بران تیغ علم (۴) مجهه آشنا سے سلوک کرو (۵) کچهه اسمین سے باقي نرہا (۶) اس تحفه خیر سے بهره مند هو (۷) اسکا شهره قاف سے قاف تک هو گیا (۸) ع - اس ضعیفي مین بهي کم هو وینگے رنگین هم سے *

III. مفعول کے قسمین معهٔ نظائر تحریر کیجئے ؟ امر دعائي و امر تعظیمي کیونکر بنائے جاتے هین ؟ حاصل بالمصدر کسے کہتے هین اور وہ کیونکر بنایا جاتا هي ؟

IIIV. (۱) صفت اور موصوف (۲) فعل اور فاعل کے درمیان مطابقت کس کس چیز مین شرط هي اور کس کس صورت مین مطابقت شرط نہین هي ؟

XI. مرقوم الذیل الفاظ کے اجزا اور انکے معنے رقم کیجئے ؟

مُثّل - مٹّیار - مٹّهائي - بندهنواز - بانکڑي - ستواسه - اکلوتا - کدّهب - کسوٹي - گهڑا *

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

HINDUSTANI: TRANSLATION AND COMPOSITION.

I. Translate into Hindustani:

1. In the desert, a route through the sand is always chosen in preference to any other; because in the sandy tracts springs are

most likely to be found, and because the sand presents a soft dry bed on which the traveller can repose after the fatigues of the day. The traveller over the sand has of course no visible road, as the fierce winds that frequently recur soon obliterate all trace of footsteps. The guides, therefore, find their way by land-marks. These are often the most trifling objects, such as a tuft of herbage, a single plant, or the summit of a swell in the soil. In places where the plain is one void and arid flat, even such objects are wanting, and their place is supplied by heaps of stones, piled at great distances apart. Sometimes the route extends for ten or twelve days over a plain affording not a single drop of moisture!

2. To derive the full benefit from what we hear, we should be attentive and submissive to our teachers; not, however, blindly receiving what we are told, and storing up in the memory mere words, but endeavouring thoroughly to comprehend their instruction. Writing down from memory the heads of what we have heard, and trying to reproduce the substance of it in afterthought, is the best mode of rendering a lecture really useful. If we do not understand what we hear, we should not look wise and try to appear as if we did, but note down our doubts and difficulties, and seek an opportunity of obtaining fuller information. Nor should we rest satisfied with what we hear in lectures and let them encourage idleness into a neglect of private study.

II. Translate into English:

(۱) اثر خون جگر مین کیا هي آب زندگاني کا
نهین مرتا مین فرقت مین ترا هو سخت جانیکا *
مزا یه تلخ فرقتمین هي عیش زندگاني کا
چراغ گور هي ساغر شراب ارغوانیکا *
کهلے دروازے هرشب چین سے سوتے هین هم جبسی
دیا هي خانهٔ ویران کو عهده پاسبانیکا *
کبهي جو شیشه لبریز مي کي سرکشي دیکهي
تو عالم آگیا یاد اپني مستي و جوانیکا *
جگر بهتا هي اکسو اکطرف کو زخم پکتي هین
تردد خانهٔ دلمین هي عمکي میهمانیکا *
کیا حق نے بخیر انجام میرا مي پرستي مین
هوا لبریز مي سے جام میري زندگانیکا *
کوئي لکهکر اُٹهاتا هي جو انکو اٹهه نهین سکتے
بندها جن حرفونمین مضمون هماري ناتوانیکا *

(۲) وصیت بهاي یه هي که بادشاه جسکو سرافرازي

بیٹھے اور عزت افزائي اسکي کوے بہو اوسے کسي دشمن کے
کہلے سے یا کوئي خطا اوس سے صادر ہو تو یکایک پایۂ عزت سے
نگرائے اور تذلیل اور توہین اسکي پسند فرمائے وجہ یہ ہے کہ
اہل زمانہ جسکو کہ عزیز کردۂ سلطاني دیکھتے ہین یہ لازم جسد
بڑا ہي کہ خواہان اوسکے زوال دولت کے ہوتے ہین اور
مقدار اپنے اپنے حسد کي خیرخواہي کے پردے مین دور
دور سے مضمون پیچدار تراش کے لاتے ہین کہ اگر کسي پہلو سے
بھي عرض اونکي مقبول ہوجائے تو مطلب بر آئے کہ وہ کلام آخر
کار منتہی اوس عزیز کي تخریب پر ہوتا ہي *

(۳) اول ایک جملہ اور بیان کیا جاتا ہي کہ داناشیم
اور بید پا برہمن دونون موجد خدا پرست اور عارف وقت تھے
اِس راہ سے کوئي نجانے کہ جیسے اسوقت کی رای اور برہمن
بت پرست ہوتے ہین سو ایسا نہین ہي اوس زمانے مین دستور
تھا ہر بادشاہ کو زبان ہندی مین رای کہتے تھے اور عارف اور
درویش کا برہمن لقب کرتے تھے یہ اتنا واسطے رفع رشک کے
لکھدیا گیا والّا اونکے حالات اور بیان سے عرفان و ایمان اونکا
خود ظاہر ہوتا ہي *

(۴) ایک بادشاہ نے اپنے بیٹے کو ایک مُعلّم کے حوالے
کیا اور فرمایا کہ تربیت اسکو ایسي کرکہ جیسے اپنے فرزند کو
کرتے ہین - بیچارے نے ایک برس کامل اِس امرمین سعي کي
پر کچھہ آسے نہ آیا اور مبتدي کا مبتدي رہا اُسکے بیٹے فضل و
بلاغت مین منتہي ہوے - ملک نے فقیہ سے مواخذہ کیا اور غصے
سے فرمایا کہ خلاف وعدہ کیا تو نے اور شرط وفا کي بجا نہ لایا -
عرض کي اُسنے آی شہریار تربیت یکسان ہي لیکن استعداد ایک
سي نہین *

III. Write in Hindustani an essay on "The drawbacks of having one's own way."

خود سري یا ہمیشہ اپني مت پر چلنے دئے جانے کي
قباحتین *

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

MARATHI: TEXT-BOOKS AND GRAMMAR.

I. वेणीसंहार असें नांव या नाटकास कवीचें कोणत्या कारणानें दिलें? संस्कृत भाषेंत हे नाटक रचिलेला कवी कोण आणि त्याचें चरित्र तुम्हास काय माहीत आहे?

II. 1. दाहाही इंद्रियें प्रांजळें ॥ निःप्रपंचें निर्मळें ॥
पांचही पालव मोकळे ॥ आठही पाहर ॥

2. त्रिविध मुख्य आघवे ॥ उपद्रवांचे मेळावे ॥
वरि पडलिया नव्हे ॥ वांकडा जो ॥

3. रक्तप्रसाधितभूमंडल ॥ क्षतविग्रह होऊनि सकळ ॥
स्वस्थ होवोत कुरुराजबाळ ॥ मित्रभृत्यांसमवेत ॥

4 कौरव्यवंशदावीं जळावया कोण हो शलभ झाला ॥
जो मुक्तकेशकृष्णाधूमशिखेला न भी शिवायाला ॥

5 आत्माराम स्थिरमति मुनी निर्विकल्पीं समाधीं ॥
तत्वज्ञानें विघटिततमोग्रंथि होऊनि आधीं ॥
जें पाहाती मनिं पलिकडे ज्योतिच्या कीं तमाच्या ॥
कैसा जाणो पशुमति तया सत्स्वरूपास त्याच्या ॥

6 समर सोडुनि मृत्यु चुके जरी ॥
रणपलायन युक्त दिसे तरी ॥
परि अवश्य जना मरणें असे ॥
मळवितां स्वयशास तुम्ही कसे ॥

7 मदयुत गज झाडें मोडितां एक राहे ॥
चुकुनि गहनिं तैसा राहिला हाच आहे ॥

कुरुपतिसुत केले मृत्युनें सर्व गोळा ॥
तरिहि हत विधीचा यावरी वक्र डोळा ॥

8. रक्षाया भक्षाया बा अनिल क्षम जसा अनल सहित॥
नरसहित तसा प्रभु तूं आर्त्तांचें साधिता अनलस हित॥

9. गोपाशिशु ह्मणाति पालिसा ललतां हालिनेंचि झालिला पाय॥
गाला उलोनि पलला सल्व खलें नवल कालितसां काय ॥

10. करि मुष्टिनेंचि मुष्टिक—शिर चुर्णेंचि देव असितवासा जो॥
बळ तो बळ खळ तो खळ कोण ह्मणो जोवें असि तवा साजो ॥

(a) अन्वय जोडून यांचें विवरण सविस्तार लिहा.

(b) वरती जे श्लोक आहेत त्यांचें वृत्तांचे नावें व त्यांचें लक्षणें लिहा.

III. 1. कोणत्या उपायानें पांडुसुत द्रोणाचार्यास मारिले ?

2. द्रोणाचार्य व तत्सुत आपले अहित चिंतितात असें अन्यथाग्रहण दुर्योधनास कसें झालें ?

3. रणास यज्ञाची उपमा भीमसेन कसे साधितो ?

IV. 1. सहभृत्यगणा सबांधवा सहमित्रा ससुता सहानुजा ॥
निवटील सुयोधना स्वयें समरीं सत्वर पांडुनंदन ॥

2. प्रेमा फारचि मजवरि यास्तव हो प्रेम बद्धचित्तानें ॥
अपराध बळें कल्पुनि रुसलीच असेल त्या निमित्तानें॥

हे दोनी पद्यें दोन दोन दफा नाटकपात्रांचे मुखाने म्हणविलेगेले आहेत. ते कोणत्या संदर्भात? दुसऱ्या वेळेस

म्हणविणेंत काहीं अर्थ विशेष आहे कीं काय? आणि त्या पद्यांत काहीं अर्थ भेद होत असल्यास ते स्पष्टपणें लिहून कळवा.

V. येशोदा केलेल्या संकष्टहर—चतुर्थी व्रताचा वृत्तांत लिहा.

VI. "मागें तपस्वी वाखाणिले ॥ ह्मणती कामक्रोधां जिंकिलें ॥ त्यांसिही आम्हीं पूर्ण छळिलें ॥ ऐक ते भलें सांगेन."

ह्यांत कोणते तपस्वीलोकांचे वृत्तांत सूचित आहेत ते तपसीलवार लिहा.

VII. विघटिततमोग्रंथि—कौरव्यवंशदाव—अनलसहित—अनलस—कामक्रोध हे कोणत्याप्रकारचे सामासिकशब्द होतात?

VIII. 1. मराठीं भाषेंत किती विध प्रयोग आहेत? त्यांचें लक्षण व उदाहरण लिहा.

2. "मनुष्यानें इतर क्षुद्रजीवांस त्रास देऊंनये" या वाक्यास व्याकरणपदच्छेद करा?

IX. नैष्कर्म्य—निर्द्वंद्व—वळसा—छळण—आकांत—चित्—प्रालेय—वम—वृक—तोंडपिरी—या शब्दांच अर्थ लिहा.

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

MARATHI: TRANSLATION AND COMPOSITION.

I. Translate into Marathi. [See Hindustani Translation paper, page cxviii.]

II Translate into English:

1. क्षोभोनि पुलोम्याचा जैं वर्षे तीव्र तोय जामाता ॥
प्रभुची जी वत्सलता त्या व्यसनीं होय ती व्रजा माता ॥ १ ॥

कुरुपतिमुत केले मृत्युनें सर्व गोळा ॥
तरिहि हत विधीचा यावरी वक्र डोळा ॥

8 रक्षाया भक्षाया बा अनिल क्षम जसा अनल सहित॥
नरसहित तसा प्रभु तूं आर्त्ताचें साधिता अनलसहित॥

9 गोपाशिशु ह्मणाते पालिसा ललतां हालिनेंचि झालिला पाय॥
गाला उलोनि पलला सल्व खलें नवल कलितसां काय ॥

10 करि मुष्टिनेंचि मुष्टिक—शिर चुर्णेंचि देव असितवासा जो॥
बळ तो बळ खळ तो खळ कोण ह्मणो जोविं असि तवा साजो ॥

(a) अन्वय जोडून यांचें विवरण सविस्तार लिहा.

(b) वरती जे श्लोक आहेत त्यांचें वृत्तांचे नावें व त्यांचें लक्षणें लिहा.

III 1 कोणत्या उपायानें पांडुसुत द्रोणाचार्यास मारिले ?

2 द्रोणाचार्य व तत्सुत आपले अहित चिंतितात असें अन्यथाग्रहण दुर्योधनास कसें झालें ?

3 रणास यज्ञाची उपमा भीमसेन कसे साधितो ?

IV 1 सहभृत्यगणा सबांधवा सहमित्रा ससुता सहानुजा ॥
निवटील सुयोधना स्वयें समरी सत्वर पांडुनंदन ॥

2 प्रेमा फारचि मजवरि यास्तव हो प्रेम बद्धचित्तानें ॥
अपराध बळें कल्पुनि रुसलीच असेल त्या निमित्तानें॥

हे दोनी पद्यें दोन दोन दफा नाटकपात्रांचे मुखाने म्हणविलेगेले आहेत. ते कोणत्या संदर्भात? दुसऱ्या वेळेस

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V. येशोदा केलेल्या संकष्टहर—चतुर्थी व्रताचा वृत्तांत लिहा.

VI. "मागें तपस्वी वाखाणिले ॥ ह्मणती कामक्रोधां जिंकिलें ॥ त्यांसिही आम्हां पूर्ण छळिलें ॥ ऐक ते भलें सांगेन."

ह्यांत कोणते तपस्वीलोकांचे वृत्तांत सूचित आहेत ते तपसीलवार लिहा.

VII. विघटिततमोग्रंथि—कौरव्यवंशदाव—अनलसहित—अनलस—कामक्रोध हे कोणत्याप्रकारचे सामासिकशब्द होतात?

VIII. 1. मराठीं भाषेंत किती विध प्रयोग आहेत? त्यांचें लक्षण व उदाहरण लिहा.

2. "मनुष्यानें इतर क्षुद्रजीवांस त्रास देऊंनये" या वाक्यास व्याकरणपदच्छेद करा?

IX. नैष्कर्म्य—निर्द्वंद्व—वळसा—छळण—आकांत—चित्—प्रालेय—वम—वृक—तोंडपिरी—या शब्दांच अर्थ लिहा.

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

MARATHI: TRANSLATION AND COMPOSITION.

I. Translate into Marathi: [See Hindustani Translation paper, page cxviii.]

II. Translate into English:

1. क्षोभोनि पुलोम्याचा जैं वर्षे तीव्र तोय जामाता ॥
प्रभुची जी वत्सलता त्या व्यसनीं होय ती व्रजा माता ॥ १ ॥

छत्राकापरिधरिला गोवर्धन गिरि सलील वामकरें ॥
श्रीशें गजधरवरदें शरणागत दीन सर्व कामकरें ॥ २ ॥
छत्रचि नग तद्दंडचि तो प्रभुचा मेघनील भुज गमला ॥
जरि भूधर चंद्रधवल वाटे ऐसा न रम्य भुजग मला ॥ ३ ॥
पदहि निघोंदे जवळुनि तो वदनांतुनिहि हानवामकर ॥
प्रभुचा बाहु मजगमे बा अत्वद्भुतचि हानवामकर ॥ ४ ॥
सप्त अहारात्रें तो गोवर्धन वामकरतळीं धरिला ॥
तदधस्थळीं व्रज सकळ रक्षुनि मद सर्वजिष्णुचा हरिला॥५॥
भग्नप्रतिज्ञ होय स्वर्गाप्रति जाय पाकशासन गा ॥
चित्ररथासि ह्मणे बाहे वीणा मुरज हा कशास नगा॥ ६ ॥

2. देह तरी वरिचिलीकडे ॥ आपुलिया परी हिडे ॥
परीबैसका नमोडे ॥ मानशींची ॥ १ ॥
कांलोभिया दूरजाये ॥ परीजाव ठेवा ठाये ॥
तैसादेह चालतां नहोय ॥ चळचित्ता ॥ २ ॥
जातया अभ्रांसवें ॥ जैसें आकाश न धांवे ॥
भ्रमण चक्रीं न भवे ॥ ध्रुवजैसा ॥ ३ ॥
पांथिकाचिया येरझारा ॥ सवें पंथ न चले धनुर्धरा ॥
कां नाहीं जेंवि तरज्वरा ॥ येणें जाणें ॥ ४ ॥
तैसा चलण वलणात्मकी ॥ असोनि ये पांच भौतिकीं ॥
भूतोर्मी एकीं ॥ चळीजेना ॥ ५ ॥
वाहुटोळीचेनि बळें ॥ पृथ्वी जैशी नढळे ॥
तैसा उपद्रव उमाळें ॥ नलोटेजो ॥ ६ ॥

दैन्यदुःखीं न तपे ॥ भयशोकीं च कंपे ॥
दैहमृत्यु न वासिपे ॥ पातलेनी ॥ ७ ॥
आकाश हें वोसरो ॥ पृथ्वीवरि विरो ॥
परिनेणें मोहरों ॥ चित्तवृत्ति ॥ ८ ॥
क्षीरार्णवाचि या कल्लोळीं कंप नाहीं मंदराजळीं ॥
आकाश न जळे जाळीं ॥ वणवियाच्या ॥ ९ ॥
तैसा आल्या गोल्या ऊर्मी ॥ नव्हे गजबज मनो धर्मी ॥
किं बहुना धैर्यक्षमी ॥ कल्पां तीं ही ॥ १० ॥
हैं स्थैर्य निधडें ॥ जेथ अंगें जींवें जोडे ॥
तें ज्ञानाचें उघडें ॥ निधान साचें ॥ ११ ॥

3. अस्त्रग्रामविधींत मत्सम नसे कोणीकृती आहवा ॥
होता पूर्णेंचि कीं तुला भरवंसा मारीन गी पांडवा ॥
तूझा भाग म्हणून म्यां न वधिला दुःशासनारीबळें ॥
तूं दुःख प्रतीकार पाव अपुल्या वीर्यें कि बाष्पें जळें ॥

III. Write in Marathi an essay on "The drawbacks of having one's own way." अपुलामार्गच धरण्यामुळें [जे (चांगले किंवा वाइट) धारिले ते साधूनघेण्यामुळें माणसाचे विचार व वर्तणुकींत] घडणारे न्यून्यता (बिघाड) संबंधी.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. பாசநீக்கிமூவகைப்பசுக்களை
மாசின்முதியாம்வனத்தின்மேய்த்திடும்
ஈசன்மின்னைநேரிடைச்சிகாதலன்
ஆசில்பால்வண்ணத்தண்டர்நாதனே.

1 இச்செய்யுளில் சிலேஷைப்பொருள் பயக்கும் சொற்களையெழுதி அவற்றின் பொருளை விவரித்துக்கூறுக

2. மூவகைப்பசுக்களாவார் இவரென்பதையும் அவர்களின் லட்சணங்கள் இவையென்பதையும் எழுதுக.

3 இச்செய்யுளை யாதுகாரணத்தால் என்ன அணிக்கு உதாரணமாகக் கூறலாம்?

4 கருவைப்பதிற்றுப்பத்தந்தாதி யென்னபெயரால் சாதாரணமாய் வழங்குகிறது?

II வானெரியறல்கான்மண்ணெனப்பகுக்கவரும்பெரும்பூத
மோரைந்தும்
ஆனமுக்குணமுங்கரணமோர்நான்குமனைத்துமாயாதியீ
றின்றி
ஊனுறையுடலுக்குயிருமாயுயிருக்குணர்வுமாயொன்றி
னுந்தோயா
ஞானநாயகனேகருவையம்பரனேநானறிந்துரைக்குமா
றெவனோ.

1 முக்குணத்தையும் கரணமோர் நான்கையும் விவரித்து இசசெய்யுளுக்குப் பொழிப்புரை எழுதுக.

2 இச்செய்யுளிலுள்ள உம்மைகளுக்கும் ஈற்றிலுள்ள ஓகாரத்துக்கும் பொருள் கூறுக.

3 பைந்துணருனக்குத்தந்தேன்; கருவையிலிருக்குந்தேவே; திருவருளெனக்குத்தந்தாய்; வந்தனையுனக்குத்தந்தேன்; சிந்தனையுனகுத்தந்தேன்; மலரடியெனக்குத்தந்தாய்; பர்கதியெனக்குத்தந்தாய்; கந்தனைப்பயந்த நாதா.

எதுகை, மோனைமுதலிய செய்யுளிலக்கணம் பொருந்தும்படி இவ்வாக்கியங்களைச செய்யுளாய் அமைத்தெழுதுக.

III புன்னவையானமாற்றம் புகன்றனனொனினுங்கேட்டாங்
கின்னவைநன்றுநன்றென்றிதம்படமொழிவதல்லால்
மன்னவையிருந்துநாளும் வழிபடுமாந்தர்மன்னர்
சொன்னவைமறுத்துமாறு சொல்வரோசுருதிவல்லாய்.

1 சந்தர்ப்பத்தைக்காட்டி இச்செய்யுளுக்குப்பொழிப்புரை எழுதுக.

2 மாற்றம் என்னும் சொல் இடுகுறிப்பெயரா? காரணப்பெயரா? சுருதி என்னும் பெயர் எதற்கு யாதுகாரணத்தினால் வந்தது?

IV 1 விராட நகரத்தில் பாண்டவர்களும் திரௌபதியும் முறையே என்னென்ன பெயரிட்டுக்கொண்டு என்னென்ன வேலைகளைச் செய்துவந்தார்கள்?

2 அருச்சுனன் மாறுவேஷம் நீங்கி நிஜரூபத்தோடு விற் பிடித்து நின்றபோது எதிர் நின்ற வேந்தரழிந்த நிலைமைக்கு எதெதை உபமானமாகக் காட்டியிருக்கிறது ?

3. (a) சோரர்தங்கருவைத்தங்கள்கருவெனத்தோளிலேந் தி
ஆர்வமுற்றுருகுநெஞ்சினறிவிலார்தம்மைப்போல.
(b) முற்றியிருந்த கனியொழியத் தீவளியால் நற்கா யுதிர்தலுமுண்டு.
(c) உறக்குந்துணையதோராலம்வித்தீண்டி யிறப்பநிழ ற்பயந்தாங்கு.
(d) சேக்கை மரனொழியச் சேணீங்கு புட்போல.

எந்த உபமேயங்களை விளக்குவதற்காக இந்த உபமா னங்கள் கூறப்பட்டிருக்கின்றன ?

V 1. (a) கோகனவேகக்கொடியவன். (b) கஞ்சமாலையான். (c) சுவேதவாகனன். (d) மறைத்துவசன். (e) மடங்கலேற் றினன். (f) சேவலான். (g) மந்தாகினிமைந்தன். (h) அறன் மகன். இவை யார்யாரைக் குறிக்கின்றன ?

2. (a) வானிடுவில்லின்வரவு. (b) மறுசிகை நீக்கியுண் டார். (c) பகடுநடந்த கூழ். (d) தோற்பையுணின்று தொழி லறச்செய்தூட்டுங் கூத்தன். (e) வைகலும் வைகலை வைகு மென்றின்புறுவர். (f) உண்டிவினையுளுறைக்கும். இவற்றி ற்குப் பொருள்கூறுக.

3 முதலாவது யாக்கை நிலையாமையையும், இரண்டா வது இளமை நிலையாமையையும், மூன்றாவது செல்வ நிலையா மையையும் கூறுவது இயல்பாயிருக்க, செல்வ நிலையாமை, இள மை நிலையாமை, யாக்கை நிலையாமை, என்றமைத்த அதிகார அடைவுக்குத்தக்க நியாயம் சுருக்கிக் காட்டுக.

VI 1. சேக்கிழார் எவைகளை ஆதாரமாகக்கொண்டு பெரிய புராணத்தைச்செய்தார் ?

2. திருஞானசம்பந்த சுவாமிகள் புராணமுதல் சோமாசி மாறநாயனார் புராணமீறாகவுள்ள நாயன்மாருடைய சரித்திரத் தைக் கூறும் சருக்கத்துக்கு வம்பறாவரிவண்டுச் சருக்க மென் னும் பெயர் ஏன் கொடுக்கப்பட்டது ?

3. திருவீழிமிழலை, திருப்பூந்துருத்தி, திருவாவடுதுறை, திருவோத்தூர், திருமறைக்காடு, திருமயிலை, இந்த க்ஷேத்திரங் களில் ஆளுடைய பிள்ளையார் சம்பந்தமாக நடந்த சங்கதிகளைச்

சுருக்கி ஒவ்வொன்றையும் ஒவ்வொரு வரிக்கு மேற்படாம லெழுதுக.

4 கோளறுபதிகமும் யாழ்முறிபதிகமும் எந்த சந்தர்ப் பங்களில் பாடப்பட்டன ?

5 படைத்தல், காத்தல், அழித்தல், மறைத்தல், அருளல், என்னும் பஞ்சகிருத்தியங்களையும் திருஞானசம்பந்தசுவாமிகள் செய்ததாக அவருடைய சரித்திரத்தின் எந்தெந்த விஷயங்க ளால் கூறலாம் ?

VII 1. ஒருபொருட்பன்மொழிக்கும் பலபொருள் குறித்த ஒரு மொழிக்கு முள்ளபேதத்தைக் காட்டி ஒவ்வொன்றுக்கும் இவ் விரண்டு உதாரண மெழுதுக.

2. இரட்டைக்கிளவிக்கும் அடுக்குத்தொடருக்குமுள்ள பேதம் யாது ?

3. (a) மாண்டார் (மாட்சிமைப்பட்டார்) ; (b) மாண்டார் (இறந்தார்) ; (c) கூற்று ; (d) நட்பு ; (e) தோற்றம் ; (f) சான்று ; (g) உக்க ; (h) ஈன்றாள் ; (i) ஈற்றெழுத்து ; (j) சென்றான். இவைகளின் பகுதியைமாத்திரம் காட்டுக.

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TRANSLATION AND COMPOSITION.

I Translate into Tamil: [See Hindustani Translation paper, page cxviii]

II. Translate into English

1 பண்டமறியார் படுசொந்துங் கோதையும்
கொண்டுபா ராட்டுவார் கண்டிலர்கொல் - மண்டிப்
பெடைச்சேவல் வன்கழுகு பேர்த்திட்டுக் குத்தும்
முடைச்சாகா டச்சிற்றுழி.

2 கனைகடற் படையுடனிரைக்கணங்கவர்ந்தவரை
முனைபடப்பொருதிமைக்குமுன்முதுகுகண்டிடுவே
ன்
வினைமுகத்தினையறிந்துதேர்விசையுடன்விடவென்
நினைவொடொப்பவோர் சாரதிநேர்ந்திலனென்றான்.

3. கொடித்தடந்தனித்தேரினின்றுகைத்துமுன்குதியா
வடித்தலம்பிடரடித்திடவோடலுமவனைத
தொடித்தடம்புயமிரண்டையுந்துணைந்துபோய்த்துவ
க்கிப்

பிடித்துவந்தொருநொடியினிற்றேருடன்பிணித்தான்.

4 முன்னைப்பிறவித்தவப்பயனேமுழுதுமறியாமூடனி
வன்
என்னக்கருத்திலிரக்கமோயாதோவறியேனிரவுபகல்
கன்னற்பாகிற்கோற்றேனிற்கனியிற்கனிந்தகவிபாட
அன்னத்தொகுதிவயற்கருவையாண்டானென்னையா
ண்டதுவே.

5 பிள்ளையார் இரத்தினசனத்தில் எழுந்தருளியிருந்த பொழுது, சமீபத்தில் இருந்த சமணர்கள் பொறாமைகொண்டு, தங்கள் உள்ளத்திலுளள அச்சத்தை மறைத்து, கோபாகினி சொலிக்கக் கண்கள் சிவந்து, பாலசூரியனைச் சூழ்கின்ற கரு முகிற் குழாங்கள்போலப் பிள்ளையாரைச் சூழ்ந்து, அவரை வாதி னால் வெல்லக்கருதி, தங்கள் சமய நூல்களை எடுத்துச் சொல் லிக் குறைத்தார்கள். பிள்ளையார் அதைக்கேட்டு, "உங்கள் சமய நூற்றுணிவை உள்ளபடி கிரமமாகப் பேசுங்கள்" என்று சொல்லியருள, சமணர்கள் துள்ளியெழுந்து, அனேகர்களாய்ச் சூழ்ந்து, பதறிக் கதறினார்கள். பாண்டிமாதேவியார் அதுகண்டு பொறாராகி, மனநடுங்கி, பாண்டியனை நோக்கி, "சுவாமிகள் சிறு பாலர்; இச்சமணர்களோ எண்ணில்லாதவர்கள்; என் பிராணநாயகரே, எம்பெருமானார் உம்முடைய நோயை நீக்கி யருளுக; பின்பு இச்சமணர்கள் பேச வல்லவராயிற் பேசக்கட வர்கள்;" என்றார். பாண்டியன் தேவியாரை நோக்கி, "நீ வருந்தாதே," என்று சொல்லி, சமணர்களைநோக்கி, "நீங்க ளும் இந்தச் சிவபத்தரும் உங்களுங்கள் தெய்வத்தன்மையை என்னுடைய வெப்புநோயை நீக்குதலினாலே தெரிவியுங்கள்," என்றான்.

6. (a) அவன் நெடுநேரம் பெருமூச்சுவிட்டுக்கொண்டு, இரண்டு கண்ணினின்றும் நீர்சொரிய வெயிலிடைப்பட்ட வெ ண்ணெய்போல உருகிநின்றான்.

(b) காலிற் செருப்புப்போடாமலும், தலைமேற் பிடிக் கக் குடையில்லாமலும் நடந்துவந்ததினால் என் நாவறண்டுபோ கிறது.

(c) அவர்கள் எவ்வளவு சந்தோஷமாய் நீந்தி விளையா டுகிறார்கள்; நானும் நீந்தப் பழகியிருந்தேனில்லையே.

(d) குளிர்காற்றடிக்கும்பொழுது படுக்கையறையின் பலகணிகளை யென்னசெய்யவேண்டும்?

(e) பட்சிகளின் போர்வை கனமாயிருந்தால் அவை நன்றாய்ப் பறக்கமாட்டா.

III. Write in Tamil an essay on "The drawbacks of having one's own way"

"தன் எண்ணப்படி நடத்தலினால் உண்டாகும் நஷ்டம்." இதைப்பற்றித் தமிழில் ஒரு வியாசம் எழுதுக.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. దృశ్య ప్రబంధ మగు 'నాగానందము' నకు రూపకనామం బేయది? తల్లక్షణంబు విశదపఱిచి తద్రూపకనాయకుఁడు 'దివ్య దివ్యాదివ్యుల' లో నెవఁడైనది నిరూపించునది. దీనియందలి యంగంబు లగురసంబుల సందర్భములను రెండుచోట్ల సూచించునది. దృశ్యము లందలి 'ప్రస్తావన' శ్రవ్యకావ్యములలో దేనికి సరిపోవచ్చును? ఇందు ఆయా పాత్రల సంభాషణ గద్య రచనా గుణదోషంబుల ఉదాహరించునది.

2. భారతము, మనుచరిత్ర,—ఈ గ్రంథ నామంబులకు వ్యుత్పత్త్యర్థంబులం దెలిపి, భరతశాస్త్రి మనుస్మృతులకుఁ గూడ నీ నామధేయంబులు యుక్తమగునో కావో వివరించునది. మనుచరిత్రకుం బూర్ణనామం బెయ్యది?

3. మనుచరిత్ర మహాకావ్యవిషయమయి ఏవేని దోషంబు లున్న మూటిని బేర్కొని నిరూపించునది. మహాకావ్య వర్ణనలలో ఏవేవి మీరు చదివిన నాగానంద భారత మనుచరిత్రలకు అన్నిటికిని సామాన్యమై యున్నవి?

II. 1. పలాశి డాసి రాజుఁ జూచి పల్కెనోరి నోరికీ
పొలానఁ బెంపొ లాన లేకపోవ నీవు దోఁచితా
బలా బలాలితోడ బాలఁ బట్టి బిట్టు చుట్టి నే
హలాహలిన్ హలాహలాభ యాబుభుక్షుఁ దీర్చెదన్.

(a) ఇందు మొదటి రెండు చరణములకు పదవిభాగము చేయునది.

(b) ఇందు వివిధశబ్దాలంకారములం జూపునది. రాజుతత్సమమా తద్భవమా? ఏల? బుభుక్ష-ఇది ఎట్టిపృత్తి? నోరికిన్-ఇందలి యాపవిభక్తికంబేది? మఱియే యదియుఁ గాఁదగు?

(c) ఈ పద్య వృత్తంబునకుం బేరేది? దీనికి గణంబులు ఎనిమిది 'వ' గణంబులు అన నగునా? నాలవపాదం బందలి యతిఁ జూపి యావిరామమునకుఁ బేరు చెప్పునది. అట్టియతిలో మఱియొక విధమును బేర్కొనునది.

2. తరణి యిదె గ్రుంకుచున్నాఁ డరుదెమ్మని చంద్రుఁ బిల్వ నరి
గెడురజనీ
తరుణీమణిదూతిక లన నరిగెం దూర్పునకు నీడ లతిదీర్ఘములై.

(a) ఈ పద్యమునకు తాత్పర్యము విశదముగ వ్రాయునది.

(b) అరుదెమ్ము—దీని ధాతు వేది? దానియర్థ మేమి? అది యెట్లు కలిగె? మఱి యే యర్థమును కలదు? ఇట్టి యర్థము కలవి మఱి రెండుపదములు వ్రాయునది. వీని కిట్లు ప్రత్యక్ష విరుద్ధార్థంబులు ఎట్లు పొసఁగ నగు?

(c) ఇచట 'ఇదె' అను పద ప్రయోగమునుబట్టియు సంధ్యావర్ణన సందర్భమును బట్టియు నాటిదినము ఆ మాసములో ఏ దినముగా నుండవలయునో యూహించి చెప్పునది. దీని ననుసరించిన కవినమయ మేది?

(d) తరణి, తరుణి,—ఈ రెండును ఏకధాతువునుండి కలిగినవా? తరణి, తరుణివలె స్త్రీలింగ మయినపుడు అర్థ మేమి? రజనీతరుణీమణి—నీ ణీలకు, గణభాధకము యోచింపక హ్రస్వ ముంచనగునా? న్యాయ్యము చెప్పునది.

3. ఇతఁడు సురేంద్రుఁ డొండెఁ బరమేశ్వరుఁ డొండె ధనేశుఁ
డొండెఁ గా
కతులప్రభావయుతుఁ డన్యుఁడు గాఁ డొరుఁ డైన మద్భుజా
వితతధనుర్విముక్తశరవేగము పోర సహించి యిట్టుల
క్షతుఁడును మూర్ఛితుండు నయి కంపముఁ బొందక యుండ
నేర్చునే.

(a) దీనికి దండాన్వయము వ్రాయునది. (b) ఇంద్రేశ్వరేశ శబ్దములకు వాచ్యార్థములు తెలిపి వానికి ఎట్టి సందర్భములో ఎట్టి

లక్ష్యార్థములు కలుగునో వ్రాయునది. (c) సహించి-దీనినుండి ఏర్పడ్డ విశేష్యవాచకమేది?

III. 1. 'నీకిపుడు గాంధర్వ వివాహ మయినది'—ఇట్లు విదూషకుఁడు చెప్పుట యుక్తమా? ఈ వివాహలక్షణముతోనె పెండ్లి యాయెనా? వరూధినీప్రవరులకు అయినట్టి వివాహంబునకు ఏ పేరు చెప్పనగును?

2. 'పూర్వోత్తర దిశాభిముఖుండై...యరిగి నిఖిలలోకదుర్నిరీక్ష్యం డగుచు హిమశైలగంధమాదనంబులు గడచి...ఇంద్రకీలమన భూనగంబుపైఁ గడఁగి'—గంధమాదన మెచట నున్నదని హిందువులు చెప్పెదరు? ఇచట సూచించిన స్థానము దాని ననుసరించి యుండునది లేనిది నిరూపింప నగును.

3. 'నిన్ను దిక్కులు-ధరణియు సోముఁడు న్నభము ధాత్రియు గాడ్పును గాచుచుండెడున్.'—ఇచటి పునరుక్తిదోషమును ధాత్రికి ధాతయని సవరించి పరిహరింప నగునని చెప్పియున్నారు. అట్లు చేసిన ఏమి యసంగతము తోఁచ వచ్చును? ఏ యసంగతములేకయే కొంత మార్పుచేతనే యతిప్రాసలకు లోపంబు లేకుండనే యెట్లు మార్చనగును?

IV. 1. 'గంగాతీరంబున విడిసి గంగస్నానంబు చేసి'—ఈ రెండు చోట్లను ఒకేయక్షరము 'గ' కాని 'గా' కాని ఉంచ నగునా? ఏల?

2. 'అస్థికూపంబులు...పొదలె పొదలుచునున్నవి పొదలు నింక'—ఇందు తద్ధర్మరూపకక్రియ యేమి బోధించు? ఏల? ఇందలి 'చు' వర్ణకంబు ణిజర్థక బోధక మన నగునా? ఏల? ఇందు ఏకకర్తృకక్రియల కేకత్వబహుత్వంబులు ఎట్లు సిద్ధించె?

3. 'అల్ల నల్లనన్', 'జౌ జవ్వనన్', 'వేగురుఁజుక్క', 'పిల్లనగ్రోవి', 'లేఁబగలు', 'మ్రాఁగన్ను'—ఇచట సంధిని వర్ణాధిక్య వర్ణలోపాదులం గాన్పించునది.

4. 'నాచేఁ బ్రతిగ్రహించి', 'మాచేత బ్రతుకుఁ గంటి', 'ఎల్లనెయ్యములకుఁ దల్లిదండ్రులయందు సుతులవలనినెయ్య మతిశయంబు'—ఇందలి విభక్తిప్రయోగములను విమర్శించునది.

V. ఈ క్రిందివాని యర్థంబులు తేటపడునట్లు అలంకారములు విడువక విశదముగ వ్రాయునది :—

1. 'కార్య ఫలంబు లెల్ల సద్భావమునన్ విచారసులభంబుల యంద్రు విచారపారగుల్.'

2. 'నీమోము నెలపొడుపుచేఁ దామరసారాతిమణివితర్ది జిలజిలన్
దేమగిలుచున్నదో యనఁ గోమలి నీబాష్పవారిఁ గొమరొప్పారున్.'

3. 'తనస్నేహలాలస విలోలాపాంగ విలోకనంబులం బార్థుఁ బరిగృహీతపాథేయుం జేయుచు.'

4. 'అనవరతవిగళితావిరళమదజలకుల్యాభిరామంబై నిరంతరనిర్ఝరనీహారనగంబునుంబోలె నెప్పు నైరావతంబు.

VI. 1. స్నేహమునుండి తృష్ణ యెట్లు ఏర్పడునని చెప్పియున్నది ?

2. ధౌమ్యుఁడు 'అన్నంబాదిత్యమయంబు' అని యెట్లు స్థాపించెను ?

3. 'తేజఃప్రభవంబులయిన...నాలుగుగుణంబులు క్షమావంతునంద వీర్యవంతంబు లగు.'—అవేవి ?

4. 'అర్థార్థంబుగాని ధర్మవు క్షత్రియుల కయుక్తంబు' ఈ సిద్ధాంతమును, భీముఁడెట్లు వాదించి నిరూపించె ?

VII. 1. కొన్ని తెలుఁగుపదములు (a) దేశ్య వైకృతములు చేరియు, కొన్ని (b) వైకృత దేశ్యములు చేరియు,—వేగుఁ జుక్క, వేఁటకుక్క, అంపకోల,—అను రీతిగ ఏర్పడుచున్నవి. వీనిలో ఏ వేవి ఏ యే తరగతిలో చేరియున్నవి ? మఱి మూడుపదముల నిట్టివి వ్రాయునది.

2. కొన్ని పదములు ప్రకృత్యర్థమును వదలి భిన్నార్థమును-శుశ్రూష, గారవము, గ్రహచారము,-మొదలగువానివలె ప్రస్తుతములో కలిగి యున్నవి. వీనికిఁ గలప్రకృతి భిన్నార్థములఁ దెలిపి వీనివంటివి మఱిమూటిని చెప్పునది.

3. 'పసిండితళిగల నిష్టాన్నంబు'—తళిగకు రూపాంతరము తళియ అనెదరు. 'గ' కు 'వ' ఆదేశమగుట కలదుగాని 'య' ఆదేశమగునా ? దీనికి ప్రకృత్యర్థముకాని భిన్నార్థ మేది ? దీనికి ప్రకృతిరూప మెద్ది ?

VIII. 1. మమచరిత్రలోని వర్షవర్ణనగాని, భారతములోనిదగు ద్వైత వన వర్ణనగాని, సంగ్రహంబుగ వ్రాసి, జలతరు పక్షులను వేర్వేఱఁ బేర్కొనుము.

2. 'గ్రహగణంబులం జెన్నగు మిన్ను విఱిగి పయిం బడిన వడువున'—ఇట్లు ఉపమింపఁబడ్డ యుపమేయంబుల వ్రాయునది. 'గొర - వంక ల్తొఱ వెట్టినట్లు'—ఉపమేయమేది?

3. సూర్యాస్తమయానంతరము కవులు ఏ యే వానిని వరుసగా వర్ణించు సంకేతము కలదు?

IX. 1. 'అమృతాపహరణార్థ మరుగు పక్షిస్వామిగతిఁ బుళింద శ్రేణిఁ గమిచి కమిచి'—పుళిందులు ఎవరు? వైనతేయునికిని వారికిని గలకథాసందర్భ మేది?

2. 'క్షమయును దేజంబును ... ప్రయోగింపనిరాజునకు ... ప్రజానురాగప్రతాపంబులు లే వనునీయర్థంబితిహాసంబున వినంబడు'-ఈ యితిహాసమును సంగ్రహముగను, వాదాంశములు విడువకయు, వ్రాయునది.

3. 'కలశాబ్ధి మథియించి కైటభాంతకులీల జవ మొప్పఁ బేతులు సాచి సాచి' ఇందలికథకును భాగవతమందలి కథకును ఎంతవఱకు భేద మగపడు చున్నది?

X. భారతములో మీరు చదివిన అక్కర పద్యముల లక్షణమును వ్రాయునది. అక్కరలు ఏవేవి? వానిలో ఏది యిందుదాహృతము? అవి జాత్యుపజాతులలో ఎందులోనివి! వాని చరణాద్యక్షరంబులవిషయ మైన విశేష మేమి?

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TRANSLATION AND COMPOSITION.

I. Translate into Telugu: [See Hindustani Translation paper, page cxviii.]

II. Translate into English:

1. ఓయి దయావిహీనమతి! యూరక యీపసిబిడ్డఁ గొట్టఁగాఁ
బే యెటులాడె నీకు? నిది చేసిన దేమి? వృథా శపింతురే!

బోయ వె? యాఁడుతోడునను బుట్టవె? శాపనిమిత్తమే తపం?
బీయెడ నున్నశాంతిపరు లే మనువా రిఁక నీచరిత్రకున్ ?

2 చేయకు హీంస, కుందు మును జేసినదానికి, నెల్లప్రాణులం
బాయక ప్రోచి పుణ్యపుఁబ్రవాహ ముపార్జన చేయు, మందులో
నే యిడఁగారి ప్రాక్కృతనవైనము భర్జితబీజకల్ప మై
యాయతి నాత్మకార్యకరణాక్షమ మా నది నుప్పుటావలెన్

3 కర్దునగవు లోక గర్హితుం డగుదున్న
సేనుచెయిదికంటె శిఖియుఁ బోలె
నడరి నామనంబు నతిదారుణాకృతి
నేర్చుమన్నయది మహీధరుండ.

4 తిలలందుఁ దైలంబు గాష్ఠములయందుఁ దిరముగా నగ్ని
గలుగు టెఱింగి యుపాయపూర్వము గడఁగి తత్సిద్ధి
యలయక యుత్సాహవంతుఁడు వడయును ట్లనుత్సాహి
యొలసి దైవపరుఁడయేని పడయంగ నోపునె యెందు ?

5 ఉత్తమక్షత్రియుఁ డేల యొరుల నడిగి
వేఁడువాఁ డగుఁ దనభుజవిక్రమమున
నన్యధనము లుపార్జించి యర్థి జనుల
కిచ్చి కీర్తి దిక్కుల వెలయించుఁగాక!

6 బాలిక లూఁచుచుం గదిసి పాడఁగ మేడలలోన రత్నశో
భాలలితంపుటుయ్యెలలపై సుఖ ముండెడు నీవు నేఁడు తా
నేల నరణ్యమధ్యమున నిర్భరలీలల నిద్రఁబోయె దా
భీలసృగాలరావములు పెల్లుగ నెల్లెడ నుప్ప తిల్లఁగన్.

III. Write in Telugu an essay on "The drawbacks of having one's own way" "తన యిష్టానుసార ప్రవర్తనవలన కలిగెడు హాను" లను గుఱించి తెలుఁగున నొక వ్యాసము వ్రాయుఁడు.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I 1 జైమినిభారత, నళోపాఖ్యాన, కృష్ణరాజవాణీవిలా

ಸ - ಈ ಕನ್ನಡಗ್ರಂಥಗಳನ್ನು ಯಾರ್ಯಾರು ಯಾವ್ಯಾವ ಕಾಲಗಳಲ್ಲಿ ಬರೆದರು ?

2. ಇವುಗಳ ಮೂಲಗ್ರಂಥಗಳ್ಯಾವವು ?

3 ಇವುಗಳನ್ನು ಮೊದಲು ಯಾರು ಯಾರಿಗೆ ಯಾತಕ್ಕೋಸ್ಕರ ಹೇಳಿದಂತೆ ಮೂಲಗ್ರಂಥಗಳಿಂದ ತಿಳಿದು ಬರುತ್ತದೆ ?

II. 1. ಜೈಮಿನಿಭಾರತವೆಂದು ಹಸರು ಬರಲು ಕಾರಣವೇನು ? ಜೈಮಿನಿಭಾರತವಲ್ಲದೆ ಬೇರೆ ಭಾರತವು ಉಂಟೊ ?

2. ಜೈಮಿನಿಭಾರತದಲ್ಲಿ ರಾಮಾಯಣದ ಕಥೆಯು ಹ್ಯಾಗೆ ಬಂತು?

3 ಧರ್ಮರಾಯನು ರಾಜಸೂಯಾಶ್ವಮೇಧ ಯಾಗಗಳನ್ನು ಯಾತಕ್ಕಾಗಿ ಮಾಡಬೇಕಾಯಿತು ?

4 ಚಂಪುಕಾವ್ಯವೆಂದರೇನು ? ನಳೋಪಾಖ್ಯಾನ ಹೊರತು ಬೇರೆ ಚಂಪುಕಾವ್ಯವು ನಿಮಗೆ ತಿಳಿದಿದ್ದರೆ ಹೇಳಿ.

III. 1 ವಿಭ್ರಾಜಿತದ ರಾಜಮಿತ್ರಮಂಡಲವ ಕಂ ।
ಡಭ್ರದಲ್ಲಿಯ ರಾಜಮಂಡಲಂ ತನಗಿನ್ನು । [ಳಿಸುವ ।
ವಿಭ್ರಮದ ವೃತ್ತವೇಕೆಂದು ಲಜ್ಜಿಸಿ ನೀಳ್ದತೆರದಿಂದ ಕಂಗೊ
ಕುಭ್ರ ಚಾಮರಮಂ ನಿಮಿರ್ದು ಚಿಮ್ಮಿಸಿ ದರ್ಚ ।
ಲಭ್ರಮರ ಕುಂತಲದ ಕಮಲದಳನೇತ್ರೆ ಯಂ। [ಲಗದೊಳುಂ॥
ರ್ಬಭ್ರೂವಾಹನ ಮಹೀಪಾಲಕನ ಕೆಲಬಲದೊಳಂದಿನಿರುಳೋ

(a) ಈ ಪದ್ಯಕ್ಕೆ ಪ್ರತಿಪದಾರ್ಥವನ್ನು ಬರೆಯಿರಿ.

(b) ಇದರಲ್ಲಿರುವ ಅಲಂಕಾರವು ಯಾವದು ?

(c) ಈ ಪದ್ಯದ ತಾತ್ಪರ್ಯವೇನು ?

2 ಭ್ರಮರಹಿತಂ ಸರೋರುಹದವೋ ಲ್ಹೃದಯಂ, ಕ್ರಿಯೆನೋಡೆ
[ಸೂಪಕಾ ।
ರಮಹಿತ ಮಾಮಹಾನಸದವೊ ಲ್ವಚನಂಗಳ ನಾರಯಲ್ಕೆಸಂ।
ಕ್ರಮಿತಸದರ್ಥ ಮಾಗಮದವೋ ಲಿನಿತೇಂ ಸುಗುಣಾಢ್ಯ ಕೋ
[ಟಿಸಂ ।
ಭ್ರಮಮಪವರ್ಜನಂ ಧನುವೊ ಲುರ್ವಿಯ ನೋವನಳಂಗದೆಂ
[ತುಟೋ ॥

(a) ಇದರಲ್ಲಿರುವ ಶ್ಲೇಷಾರ್ಥವನ್ನು ಹೊರಪಡಿಸಿ.

(b) ಈ ವೃತ್ತದ ಹೆಸರೇನು? ಅಲಂಕಾರ ವ್ಯಾವದು?

IV 1 ಈ ಕೆಳಗಣ ವಾಕ್ಯಗಳ ಅರ್ಥವನ್ನು ವ್ಯಕ್ತಗೊಳಿಸಿ :—

(a) ನಿಜನಖ ಸಮುದೊಳ್ ಖಜು ಸುಕಥೆಯು ರಚಿಸಿದಂ.

(b) ಅರಸರ್ತಾವ ರಸರಾಗು ತರಸರ್ಗುಣಮುಂ.

(c) ಸದ್ವೇಷನಾದೊಡಂ ದ್ವೇಷರಹಿತಂ.

(d) ನೀತಿಜ್ಞ ನೆನಿಸಿದೊಡೆಯು ಮನೀತಿಯನೇ ಪ್ರಜೆಗಳಲ್ಲಿ ಪರಿಪಾಲಿಸಿದಂ.

(e) ನಳನಾಳಿನಾಳಿನಳಿ ಕುಲಕೀರ ವಿಸರ ಪರಿಮಳಸಾರಮಧು ವೆಂದು.

2 (a) ಚರು - ಪುರೋಡಾಶ - ತಂಡುಲ - ವ್ರೀಹಿ - ಘೃತ.

(b) ಸೂರ್ಯ - ಚಂದ್ರ - ಆಶ್ಚರ್ಯ - ಮನಸ್ಸು - ಪುಣ್ಯ - ಕಿವಿ.

(c) ಪರ್ವ - ಕಮಲ.

(d) ಭೂಮಿ.

(e) ವೈದೇಹಿ - ಶರಧಿ.

ಮೇಲಿನ (a) ಗೆ ದೇಶ್ಯ ಶಬ್ದಗಳನ್ನೂ, (b) ಗೆ ಹಳೆಗನ್ನಡನುಡಿ ಗಳನ್ನೂ, (c) ಗೆ ನಾನಾರ್ಥಗಳನ್ನೂ, (d) ಗೆ ಪರ್ಯಾಯ ಪದಗಳನ್ನೂ, (e) ಗೆ ಯೋಗಾರ್ಥವನ್ನೂ ಹೇಳಿ.

V 1 ದಮಿಯೆ ಮಹಾತ್ಮನೆ ಯಂತ್ರಣ ।
ಸಮಯಜ್ಞನೆ ತೀರ್ಥವಿದನೆ ಪರಮದಯಾಳೂ ।
ತಿಮಿರಹರ ತೇಜನೆತ್ವ ।
ದ್ವಿಮಲಾಖ್ಯಾ ದ್ಯಕ್ಷರಾರ್ಥ ಮೊಂತುರೆ ಸುಖಿಸ್ಯೆ ॥

2 ನಳಿನಾಯತಾಕ್ಷಿ ಲಲನಾ ।
ಕುಲಮಣಿ ರಾಕೇಂದುವದನೆ ಜಲದಾಲತೆ ನ ।
ತ್ಕುಲಜಾತೆ ತೀಕ್ಷ್ಣಮತಿ ಭೆ ।
ದ್ರಲೀಲೆ ವಕ್ರಭ್ರು ನಿನಗೆ ಪೆರತಾಶಿಷಮೇಂ ॥

3 ಹಂಸವು ಮೇಲಿನ (a) ಪದ್ಯದಿಂದ ನಳನನ್ನೂ (b) ಪದ್ಯದಿಂದ

ದಮಯಂತಿಯನ್ನೂ ಆಶೀರ್ವದಿಸಿತು. ಆಶೀರ್ವಾದಗಳ ಅಭಿಪ್ರಾಯ ವೇನು ? ಸ್ಪಷ್ಟವಾಗಿ ತಿಳಿಸಿ.

4. (a) ಪದ್ಯದ ಮೂರನೆ ನಾಲ್ಕನೆಯ ಪಾದಗಳಲ್ಲಿರುವ ಪದಗ ಳನ್ನು ಸಂಧಿಯು ಇಲ್ಲದಂತೆ ಬರೆದು ಒಂದೊಂದು ಬಗೆಯ ಸಂಧಿಯ ಸ್ವರೂಪವನ್ನೂ ಅದರ ಹೆಸರನ್ನೂ ತಿಳಿಸಿ.

5. (b) ಪದ್ಯದ ಒಂದನೆ ಎರಡನೆಯ ಪಾದಗಳಲ್ಲಿರುವ ಸಮಾಸ ಪದಗಳಿಗೆ ವಿಗ್ರಹವನ್ನು ಬರೆದು ಸಮಾಸಗಳ ಹೆಸರನ್ನು ಹೇಳಿ.

6. ದಮಯಂತಿಗೆ ಆ ಹೆಸರನ್ನು ಯಾತಕ್ಕೆ ಇಟ್ಟರು ? ಆಕೆಯ ಸಹೋದರರು ಯಾರು ?

VI. ವಿನಯದಿಂದೈತಂದುಕಾಣಲ್ಕೆ ಬಳ್ಳಿವಾ ।
ಹನನಂ ಜರೆದು ನರಂನೂಕಿದೊಡೆ ಬಳಿಕವಂ ।
ಕನಲಿ ಪಾರ್ಥನ ಬಾತುರಂಗದೋಳ್ಕಾದಲ್ಕೆ ಸೇನೆ ಸಹಿತಿದಿರಾದನು॥

1. ಮೇಲಿನ ಪದ್ಯದ ಎರಡನೆಯ ಪಾದದಲ್ಲಿ "ಹನನಂ ನರಂಜ ರೆದು ನೂಕಿದೊಡೆ ಬಳಿಕವಂ" ಎಂದು ಪಾಠಾಂತರವಿದ್ದರೆ ಯಾವ ಪಾಠವು ಉತ್ತಮವೆಂದು ನಿಮಗೆ ತೋರುತ್ತದೆ ಸಕಾರಣವಾಗಿ ತಿಳಿಸಿ.

2. ಈ ಪದ್ಯದ ಭಾವಾರ್ಥಕ ಕ್ರಿಯಾರೂಪಗಳಿಗೆ ಅರ್ಥವೇನು ?

3. ಇಲ್ಲಿನ ನ್ಯೂನ ಕ್ರಿಯೆಗಳ ಧಾತುರೂಪಗಳನ್ನೂ ವರ್ತಮಾನ ನಿಷೇಧರೂಪಗಳನ್ನೂ ಬರೆಯಿರಿ.

VII. 1. ಹೆಂಡತಿಯಿಲ್ಲದೆ ಯಜ್ಞವನ್ನು ಮಾಡಕೂಡದಷ್ಟೆ; ಏಕ ಪತ್ನೀವ್ರತನಾದ ರಾಮನು ಸೀತೆಯಿಲ್ಲದೆ ಅಶ್ವಮೇಧಯಾಗವನ್ನು ಮಾ ಡಲು ಹ್ಯಾಗೆ ತೊಡಗಿದನು ?

2. ಕುಂಡಿನಿ - ನಿಷಧ, ಇವು ಇಂತಹ ಪ್ರದೇಶಗಳಲ್ಲಿ ಇದ್ದವೆಂದು ನಿಮ್ಮ ಗ್ರಂಥದಿಂದ ಊಹಿಸ ಬಹುದು. ಆ ಪ್ರದೇಶಗಳನ್ನು ಕಾರಣ ಸಹಿತವಾಗಿ ತಿಳಿಸಿ.

3. ಮಣಿಪುರವನ್ನು ಹೆಂಗಸಿಗೆ ಹೋಲಿಸಿ ವರ್ಣಿಸಿದೆ, ಆ ವರ್ಣ ನೆಯನ್ನಾಗಲಿ ವಾಲ್ಮೀಕಿಯ ಕಣ್ಣಿಗೆ ರಣದಲ್ಲಿ ಬಿದ್ದಿದ್ದ ಆನೆಗಳು ಹ್ಯಾಗೆ ಕಾಣಿಸಿದವೆಂಬ ಉತ್ಪ್ರೇಕ್ಷೆಯನ್ನಾಗಲಿ ಸೂಚಿಸಿ.

VIII. 1. ಸಭಾಪರ್ವವು ಹತ್ತು ಒಳಪರ್ವಗಳಾಗಿ ಭಾಗಿಸಿದೆ. ಅವುಗ ಳಲ್ಲಿ ನೀವು ಪರೀಕ್ಷೆಗಾಗಿ ಓದಿರುವ ಆರರ ಹೆಸರುಗಳನ್ನು ಹೇಳಿ.

2. ಜರಾಸಂಧ ನ್ಯಾರು ? ಅವನಿಗೆ ಆ ಹೆಸರು ಬಂದದ್ದು ಹ್ಯಾಗೆ ? ಅವನಿಗೆ ಕೃಷ್ಣನವೇಲೆ ದ್ವೇಷಕ್ಕೆ ಕಾರಣವೇನು ? ಅವನು ಸತ್ತದ್ದು ಹ್ಯಾಗೆ ? ಬಹು ಸಂಕ್ಷೇಪವಾಗಿ ತಿಳಿಸಿ.

IX 1. ನಿಮ್ಮ ಗ್ರಂಥಗಳಿಂದ ಛೀಕಾನುಪ್ರಾಸ ವೃತ್ಯನುಪ್ರಾಸಗಳಿಗೆ ಉದಾಹರಣೆಯನ್ನು ಕೊಡಿ.

2. ಶೋಕಂ - ಏಕೆ - ಇದಕೆ - ಹರಣಂ - ಒಯ್ದೊಡೆ - ಅಂತಕನ - ಲೋಕವಂ - ಸುಡುವೆಂ - ಅಲ್ಲ - ಅಹುದು - ಎಂದೊಡೆ - ಅಜಹರಪಿನಾಕಿಗಳಂ - ಉರುಪುವೆಂ - ಮಿಕ್ಕ - ಅರಸುಗಿರಸುಗಳ - ಪಾಡು - ಆವುದು - ಈಗ - ತನಗೆ. ಇದನ್ನು ವಾರ್ಧಿಕ ಷಟ್ಪದಿಯ ಮೂರು ಪಾದಗಳನ್ನಾಗಿ ಬರೆಯಿರಿ.

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TRANSLATION AND COMPOSITION.

I. Translate into Kanarese: [See Hindustani Translation paper, page cxviii.]

II. Translate into English:

1. ಜಂಬುಕಂ ಜನಿಸುವುದೆ ಸಿಂಗ ದುದರದೊಳಕಟ
ಹೆಂಬೇಡಿನೀ ನೆಲವೊ ಕುಲಗೇಡಿ ತನ್ನಬಸು [ನಗೆ ।
ರಿಂಬಂದಪನೆಖೂಳ ಕುದುರೆಯಂ ಕಾದದೇತಕೆತಂದೆಪಂದೆ ನಿ
ದೊಂಬಿನ ಚತುರ್ಬಲ ಮಿದೇಕೆ ಭೂಪಾಲರಾ
ಡಂಬರದ ಛತ್ರ ಚಮರಂಗಳೇ ತಕೆಬಯಲ [ನೆಂದನು ॥
ಡಂಬರದ ಕೈದುಂಗಳಿವೇಕೆ ಸುಡುಸುಡು ನಿನ್ನ ಜೀವದಾರಿಯ

2 ಉಂಟೂದ ರಿವೆಯನಾವಂ
ನಾಂಟಿಸದೇ ವೆರರ ಹೃದಯ ಕಿರ್ದಪನಾತಂ ।
ಲುಂಟೂಕ ನವನವಿಜ್ಞತೆ
ಕಂಟಕಿತ ದೃಮದಪಣ್ಗಿ ಸಾಟಿಯ ನಿಕ್ಕುಂ ॥

3 ಮತ್ತಮಾತಂಗೆ ಸಮಾನ ವಯೋವಿದ್ಯಾಶೀಲಾ ದ್ಯಲಂಕೃತಂ ಸನ್ಮಾರ್ಗೈಕ ಪ್ರದರ್ಶಕಂ ಸಾಲಂಕಾಯನ ಪುತ್ರಂ ಮಿತ್ರನುಂ ಮಂತ್ರಿಯುಮಾಗಿರ್ದಂ ಶೃತಶೀಲನೆಂಬಂ ಹಿತಾವಲಂಬಂ. ಪರಿಕಿಸಲವ ರೀರ್ವರ್

ಒಡಲೆರಡು ಬಗೆಯೊಂದೆ, ಉಸಿರ್ಗಳೆರಡು ಪ್ರಾಣವೊಂದೆ, ಎನಿಸಿದ ಪರಸ್ಪರ ಸಹಜ ಪ್ರೇಮಾನು ಸರಣದಿಂದೆ.

4 ಎಲೈ ಬ್ರಾಹ್ಮಣೋತ್ತಮನೆ, ಯಾವ ರೀತಿಯಿಂದ ವಿಚಾರಿಸಿದರೂ ನೀವು ನಮಗೆ ಅಪಕಾರ ಮಾಡಿದ್ದೂ ನಾನು ನಿಮ್ಮಲ್ಲಿ ವಿರೋಧವನ್ನು ಆಚರಿಸಿದ್ದೂ ನನ್ನ ಮನಸ್ಸಿನಲ್ಲಿ ತೋರಲಿಲ್ಲ; ಹೀಗೆ ವೈರಲೇಶವೂ ಇಲ್ಲದಿರುವ ನನ್ನಲ್ಲಿ ನಿಷ್ಕಾರಣವಾಗಿ ದ್ವೇಷವನ್ನೂ ಪ್ರಕಟಮಾಡಿ ಶತ್ರುವಿನಲ್ಲಿ ನುಡಿಯುವ ಹಾಗೆ ನುಡಿಯುತ್ತಲಿದ್ದೀರಿ; ಇದು ಸತ್ಪುರುಷರಿಗೆ ವಿಹಿತವೆ? ಅರ್ಥ ಧರ್ಮಗಳಿಗೆ ಹಾನಿಯನ್ನು ಮಾಡುವ ಪುರುಷನು ನಿರಪರಾಧಿಗಳಲ್ಲಿ ರಾಜಧರ್ಮವನ್ನು ಆಚರಿಸುವದನ್ನು ತಪ್ಪಿ ತನ್ನ ಕಾರ್ಯವನ್ನೇ ಮಾಡುವನು. ಅಂತಹ ಕ್ಷತ್ರಿಯರಿಗೆ ಐಶ್ವರ್ಯವೂ ಪರಲೋಕವೂ ತೊಲಗಿ ಹೋಗುವವು. ಮೂರು ಲೋಕದವರೂ ಧರ್ಮಾರ್ಥಪರನಾಗಿ ಎಣಿಸುವ ನನ್ನನ್ನು ನೀವು ಅಪರಾಧಿಯೆಂದೆಣಿಸದಿದ್ದರೂ ಸುಮ್ಮನೇ ನಿಷ್ಠುರವಾಗಿ ಹೇಳುತಿದ್ದೀರಿ.

III. Put into idiomatic English:

1. ಆದದ್ದಾ ಯಿತು ಹೋದದ್ದು ಹೋಯಿತು - ಹೇಳುವವರಿಲ್ಲ - ಕೇಳುವವರಿಲ್ಲ.

2. ಬಂದದ್ದೆಲ್ಲ ಬರಲಿ - ಗೋವಿಂದನದಯ ನಮಗಿರಲಿ.

3. ಮೊದಲೇ ಕೊಳೆ ಮೇಲಿಷ್ಟು ಮಳೆ.

4. ಇತ್ತಿತ್ತಬಾ ಅಂದರೆ ಇದ್ದಜಾಗ ಕಿತ್ತು ಕೊಂಡ.

IV. Write in Kanarese an essay on "The drawbacks of having one's own way."

ಸ್ವೇಚ್ಛಾ ಪ್ರವರ್ತನದಿಂದುಂಟಾಗುವ ಹಾನಿಗಳನ್ನು ಕುರಿತು ಕನ್ನಡದಲ್ಲಿ ಬಂದುಪನ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. 1. രാമായണം കിളിപ്പാട്ടായി ആരെല്ലാം ഉണ്ടാക്കിട്ടുണ്ട് ?

2. വായിച്ച പുസ്തകങ്ങളിൽ നിന്നു ഒരുരണ്ട സദാചാരവാക്യങ്ങളെ എഴുതുക.

3. തോരണയുദ്ധം കഥകളി ഉണ്ടാക്കിയ കവിയുടെ ജീവചരിത്രം സംക്ഷേപിക്കുക.

II. 1. ജാനകീ പരിണയം വായിച്ചഭാഗത്തവരുന്ന വേഷവിവരത്തെ എഴുതുക.

2. ആട്ടകഥയിൽ ങ...ങങ.. ...എന്ന സംജ്ഞകൾക്കു താല്പര്യം എന്ത് ? ഭാഷാ നാടകത്തിൽ അവസാന ശ്ലൊകത്തിൽ 'ഭൂസുരശ്രേഷ്ഠജാത്യാം' എന്ന പദം ഉപയോഗിച്ചതിന്നു പ്രത്യേകം കാരണം ഉണ്ടൊ ?

3. വായിച്ച പുസ്തകങ്ങൾ ഉണ്ടാക്കിയവർ ദക്ഷിണരാജ്യക്കാരാണെന്നു സൂചിപ്പിക്കുന്നതിന്നു അവയിൽ വല്ലതും ഉണ്ടൊ ?

III. താഴെ എഴുതിയ സംഗതികളെ കഴിയുന്നേടത്തോളം കവിവാക്കിൽ എഴുതുക :—

1. ഗന്ധൎവ്വൻ കണ്ട രാക്ഷസ വൎണ്ണന.

2. ശ്രീരാമന സംഭവിച്ച അവസ്ഥ വിചാരിച്ചപ്പോഴത്തെ ഭരതന്റെ മോഹാലസ്യവൎണ്ണന.

3. രഘുപതി തന്നുടെ പരമാൎത്ഥം.....
വല്ലഭമുള്ള ജനം നമ്മുടെ ചൊല്ലിലുള്ള
മൎമ്മങ്ങൾ നോക്കുന്നേരം മിക്കതും വെളിയാകും.

IV. 1. മുദ്രാലങ്കാരം എന്നാൽ എന്ത് ? ജാനകീപരിണയത്തിൽ നിന്ന രണ്ടു ഉദാഹരണങ്ങളെ എടുത്ത എഴുതി അലങ്കാരത്തെ ദൃഷ്ടാന്തപ്പെടുത്തുക.

2. മേലെ മേഘസമൂഹമുണ്ടതിന്നു കീഴേണാങ്കബിംബംതഥാ
ചാലേപല്ലലരമ്യമായ ഗഗനത്തിന്മേൽ ഗിരിദ്വന്ദവും
മൂലം മേലിലതായ വാഴകൾമണൽ തീട്ടിന്നുതാഴത്തുമു
ണ്ടാലോചിക്കിലിതംഗജൻ പുതിയതായ് സൃഷ്ടിച്ചതാം
നിശ്ചയം.

ഇതിലെ ഉപമാ ഉപമേയ സാധനങ്ങളെ വിവരിക്കുക. ഇതിലെ ഗുരു ലഘുക്കളെ കുറിക്കുകയും ചെയ്യുക.

V. 1. ത്രിശങ്കു ആര ? അയാളുടെ കഥയിൽ നിന്നു എന്ത് സാരങ്ങൾ ഗ്രഹിക്കാം ?

2. ശബള ആര – അവളുടെ ഉപകഥാസാരം എഴുതുക. അതിൽ നിന്നു എന്ത് ഗ്രഹിക്കാം.

3. രാമായണത്തിൽ താഴെകാണിച്ചിരിക്കുന്ന പാഠാന്തരങ്ങളിൽ ഏതേതാണ അധികം ശരി എന്ന കാരണസഹിതം വറയുക.

(a) ഉൽപ്ലവകോപത്തോടെ പിന്നെയും രഘുവരൻ :
ഉൽപ്ലുത.....

(b) ഉച്ചിയിൽ മുകന്നുടനിത്തരമുരചെയ്താൻ :
ഉച്ചയിൽ . .....

(c) ദേവകൾ പീഡകണ്ടും ശാങ്ങിതൻ ചൊല്ലുകേട്ടും :
ദേവകൾ പീഡകൊണ്ടും.....

(d) സന്തതം സുഖിച്ചാരങ്ങെന്നതെ പറയാവു :
....പറയേണ്ടു.

VI. താഴെ എഴുതിയ വാക്യങ്ങൾ നിങ്ങളുടെ ഗ്രന്ഥങ്ങളിൽ ഏതേത സന്ദർഭങ്ങളിൽ ഉപയോഗിച്ചിരിക്കുന്നു ?

1. സജ്ജ്ഞാതസുകൃതമൊ സഞ്ചാരസാമർത്ഥ്യമൊ.
2. നല്ലവർ ചൊല്ലുകേട്ടാൽ നല്ലതുവരും.
3. ഭോജനത്തിൽ ശ്വാവിൻ മാംസംപോലെ.
4. ആക്കെന്തസാദ്ധ്യം ദൈവയോഗ മുണ്ടെങ്കിൽ.
5. ഇന്നെൻ ഭൃത്യജനത്തി ലഗ്നി ചുട്ടമൊ.
6. കല്ലിനെവെള്ളം താങ്ങുമാറില്ലല്ലൊ.
7. ശോകമോടുരത്തതു ശ്ലോകമായി വന്നുകൂടി.
8 ഇക്രമം സുരന്മാരെ ഭ്രമിക്ക ഭാവിതന്നെ.
9. ഇന്നിവർ ദേവന്മാരായി സഞ്ചരിക്കട്ടെ.
10. ഭൂമിനാശം ചെയ്യാൻ ഭാവിച്ച വൈരോചനനി
ഭൂധര ഭേദിതന്നാലല്ലയോ കലപ്പെട്ടു.

VII 1. താഴെഎഴുതിയ പേരുകൾ എങ്ങിനെ സിദ്ധിച്ചു എന്ന രാമായണത്തിൽ പറഞ്ഞിരിക്കുന്നു ? ജാംബവാൻ - അനംഗൻ - താടക - മാനസം - ജാഹ്നവി - ത്രിപഥഗ-അപ്സരസ്സ-സംഗരൻ.

2. സൂര്യനും സീതയ്ക്കും പര്യായപദങ്ങൾ വായിച്ച പുസ്തകങ്ങളിൽ കണ്ടിട്ടുള്ളതുകളെ വിഗ്രഹിച്ച എഴുതുക.

VIII. 1 താഴെ എഴുതിയ പദങ്ങളുടെ അർത്ഥം എഴുതുക.—ഔത്സുക്യം - ഉസ്താരം - ഘട്ടനം - ഹതി - യൂപം - ആശ്ചര്യ ചൂഡാമണി-കീടം - പുറന്നീര.

2. താഴെ എഴുതിയ പദങ്ങളുടെ ധാത്വാത്ഥം എഴുതുക :—

വ്യാകരണം - സംഗതൻ - പ്രേഷ്ഠൻ - സന്നതി - തയ്യൽ മണി - ആയ്യൻ - ഭഗം - മൃഗ്യം - ശ്ലോകം.

3. ആവേഗം, ആവേശം ; തരുണി, തരണി ; രാവണം, രാവിണം ; പാവനൻ, പവനൻ, പവമാനൻ ; ഇവ തമ്മിലുള്ള അത്ഥവിന്യാസം എന്ത് ?

IX. താഴെ എഴുതിയ വാചകങ്ങളിലുള്ള വ്യാകരണ പ്രയോഗ വിശേഷങ്ങൾ ഏവ ?

1. എന്തിവളധികം നല്ല സുന്ദരിയൊ താൻ.

2. സീത ഏകാകിനിയായി.

3. എന്റെ നിമിത്തമായിട്ട ഠരം വിധമായി.

4. നീ എത്തുകൊണ്ടാണ വ്യാകുലപ്പെട്ടവൾപോലെ യിരിക്കുന്നത.

5 ഹെസഖെശ്ശണ മാമക വചനം.

X. 1. ഇത്ഥംപറഞ്ഞു ശിബികാമധിരുഹ്യതൌദ്വൌ
സൌമിത്രി മിത്രത നയൌരഘുവീരവാസം
ഹത്വാതതശ്ചരണയോഃ പ്രണയൌച വീരൌ.
ഉത്ഥാപ്യതാംക പിവരം നിജഗാദരാമഃ.

ഠരം ശ്ലോകത്തെ അന്വയിച്ച അത്ഥം എഴുതുക.

2. പോരിൽ ദ്രുതം ഉന്നുഭി ക്രൂരശൃംഗങ്ങൾ പൊടിച്ചഹൊ
സ്വർണ്ണരാജീവമാല്യം ധരിച്ചും
ഘോരം സ്വകക്ഷെ കിടന്നട്ടശാസ്ത്രന്റെ ശിഷ്ടങ്ങളാട്ടിട്ടി
ടിച്ചുള്ളതെല്ലാം സഹിച്ചും
താരാകുചംചേന്ന ചെങ്കുമംകൊണ്ടു ശോഭിക്കുമീബാലിമാ
റെപ്പിളന്ന ക്ഷണത്തിൽ
ശ്രീരാമതുണീഗതം ബാണമേകേണമിങ്ങാശ്ശൃംഗാര
ധാമാവതാം മംഗളത്തെ.

ഠരം ശ്ലോകം എന്തിനെ സൂചിപ്പിക്കുന്നു ?

ഇതിന്റെ അത്ഥം ഗദ്യത്തിൽ എഴുതുക.

ഇതിൽ കീഴ്വരയിട്ട സമാസങ്ങളെ വിവരമായി വിഗ്രഹിച്ച സമാസപ്പേരുകളെ എഴുതുക.

MONDAY, 18TH DECEMBR, 10 A.M. TO 1 P.M.

MALAYALAM: TRANSLATION AND COMPOSITION.

I. Translate into Malayalam: [See Hindustani Translation paper, page cxviii.]

II. Translate into English:

1. ചേറുള്ളൊരിവഴിയെ വിട്ടങ്ങുതെല്ലുവളവെന്നാലു മാവഴിഗമി
ക്കാറിൽപടം നനയുമാജാനുപൊക്കതിനെ മത്തേഭചാരുഗമനേ!
കോറൊല്ല വക്രമതിൽ വാനീരശാഖയതുകൊണ്ടൊന്നു താഴ്ത്തലയെ
കീറാതെ മാതളമതിൽ സക്തമാം പുടവനീവേർപെടുത്തുകധുനാ.

2. ഉപരിചുഴലവുംതാൻനോക്കി ദൃഷ്ടപ്രാഥസീതാം
സപദി ധരണിതന്നിൽ വന്നിരുന്നമ്പിനോടെ
കവികളുടയചിത്തെ തോഷമേറീടുവാനായി
കപിവരയുവരാജം ചൊല്ലിനാൻ ഗൃദ്ധ്രരാജൻ.

3. ഏകന്റെ ശോകം കണ്ടാലന്യനു മനക്കാമ്പിൽ
ലൌകീകത്തിനായിട്ടും കണ്ഠിതം ഭാവിക്കണം
ആക്കിതുവരുമെന്നും ആക്കിതുവരായെന്നും
ഓക്കിലിന്നറിവതിനാരുമെ പോരാലോകേ
ഖിന്നനെക്കാണുന്നേരം ധന്യനുകൃപവേണം
ധന്യനേക്കാണുന്നേരം ഖിന്നനും കൃപവേണം
ഖിന്നനുകൃപമൂലമെന്തെന്നു പറഞ്ഞീടാം
ഇന്നിമേലിവൻതാനും ദുഃഖിയാമെന്നൊക്കയാൽ
ഉന്നതന്നധോഗതി നിശ്ചയം ധരിക്കനീ
ഉന്നതിപുനരധോ ഭൂതനം ഭവിച്ചീടും
ഓടുന്നരഥത്തിന്റെ വണ്ടിയെന്നതുപോലെ
കൂടുന്നുശരീരിണാ നീചതരങ്ങളും.

4. പാതാള രന്ധ്ര തുല്യമായിരിക്കുന്ന ഇരിമ്പു പെട്ടിയുടെ ഉള്ളിൽ കിടക്കുന്നതായും നിത്യവും അച്ചനം ചെയ്യുന്നതുകൊണ്ടു

പററിയിരിക്കുന്ന ചന്ദനബിന്ദുക്കളാൽ മനോഹരമായും ഉള്ള ശ്രീ പരമേശ്വര ചാപത്തേ ഇവിടെ കൊണ്ടുവന്നിരിക്കുന്നു. അതിന്റെ സമിപത്തിൽ തന്നെ കാണുന്നവൎക്ക ബാലചന്ദ്രനെന്ന പോലെ നേത്രാനന്ദത്തെ കൊടുക്കുന്ന സൌന്ദൎയ്യത്തോടും, കനകമാലയാൽ ബന്ധിക്കപ്പെട്ടും, സന്ധ്യാസമയത്തിൽ വിരിഞ്ഞ നീലോല്പലത്തിന്റെ ഉള്ളിലുള്ള ഭളംപോലെ ശ്യാമളമായ ദേഹത്തോടുംകൂടി ഗരം ആഗ്രഹഭൂമിക്കലങ്കാരഭൂതനായി കാണപ്പെടുന്ന ഇവനാരാണു ?

5 സകലവിധമായ മലിനതയും രോഗഹേതുവാകുന്നു എന്നും, ആത്മ നമുക്ക സമീപം ഉണ്ടായിരുന്നാൽ തന്നെ ദേഹത്തിന്നും, മനസ്സിന്നും ഒരു പോലെ സുഖഹാനി വരുത്തുന്നതാകുന്നു എന്നും, നമ്മുടെ പൂൎവ്വന്മാൎക്ക തെളിവായ ഒരു വിഷയമാകുന്നു. അതുകൊണ്ടു തന്നെ ശുദ്ധമായിരിക്കുന്നതു നമ്മുടെ ദിനചൎയ്യങ്ങളിൽ ഒന്നാമതായി അവർ വിധിച്ചതു കുളിക്കുന്നതും, കൂടക്കൂടെ കൈകാലുകൾ കഴുകി ശുദ്ധിചെയ്യുന്നതും, ശുദ്ധവസ്ത്രം മാറുന്നതും, ദേഹം ശുചിയായി പാലിക്കുന്നതും, പ്രതിദിനം ദൈവത്തെ ആരാധനചെയ്യുന്നതിന്നു മുമ്പെ അവശ്യകരണീയ പ്രഥമ കൃത്യങ്ങൾ ആകുന്നു എന്നു ഖണ്ഡിതമായി വിധിക്കപ്പെട്ടിരിക്കുന്നു. അതല്ലാതെ വീടും വീട്ടിലെ സാമാനങ്ങളും പചന പാത്രങ്ങളും ശുദ്ധിയായി വെക്കുന്നതും, മററു ഓരോ വിഷയങ്ങളിൽ ശുദ്ധിയുള്ളവരായിരിക്കുന്നതും അവസ്ഥ വ്യത്യാസമെന്നിയെ ഏവൎക്കും അത്യാവശ്യമായി വേണ്ടതാകുന്നു എന്നും, അശുദ്ധജലവും അശുദ്ധ ഭക്ഷണവും ത്യജിക്കേണ്ടതാകുന്നു എന്നും പൂൎവ്വന്മാർ ഉപദേശിച്ചിരിക്കുന്നു.

6 വന്നതവന്നു - ഇനിമേലിൽ എന്താണ വേണ്ടത എന്നാണ ആലോചിക്കേണ്ടത.

7 വിദ്യാൎത്ഥി മടിയില്ലാത്തവനായാൽ ഒരുവിധം വഴിയിൽ കൂടിഎന്നു വറയാം.

III Write in Malayalam an essay on "The drawbacks of having one s own way"

അവനവന്റെ ഇഷ്ടംപോലെ മാത്രം നടക്കുന്നതായാലത്തെ തരക്കേടുകൾ.

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. (କ) ସଂକ୍ଷେପରେ ସୁନ୍ଦରକାଣ୍ଡର ବିଷୟ ସୂଚନା କର ।

(ଖ) ଲଙ୍କାରେ ସୀତାଙ୍କର ଦର୍ଶନ-ଲାଭ ଉତ୍ତାରୁ ହନୁମାନ୍ କ ? ଅଭିପ୍ରାୟରେ କ ? କାର୍ଯ୍ୟ କରି ଲଙ୍କାରୁ ବାହୁଡଲେ ?

II ତଳ-ଲିଖିତ ପଦ୍ୟମାନଙ୍କର ବିଶଦ ବ୍ୟାଖ୍ୟା ଲେଖ :—

(କ) କେ ବୋଲେ ଶଶାଙ୍କ ଅଙ୍କ କଳଙ୍କ ଲାଞ୍ଛିତ । ମାଞ୍ଚ ଏ କୌସ୍ତୁଭ ମଣି ବୈଦୁର୍ଯ୍ୟ ଚିହ୍ନିତ । ଶୋଇଛି ଶଶାଙ୍କ ସଞ୍ଚରିତ ବାରିଦରେ । କୁମୁଦ ଯାଉଛି ଭସି କିବା ଯମୁନାରେ ।

(ଖ) ବିଶାଳ ବର୍ତ୍ତୁଳଭୁଜ ଦିଶଇ ସୁନ୍ଦର । ସ୍ଥିତ ହୋଇ ଉଠିଅଛି କିବା କରିକର । ଅଙ୍ଗୁଷ୍ଠେ ମୁଦ୍ରିକାମାନ ଦିଶଇ ସୁନ୍ଦର । ମାଣିକ୍ୟ-ମସ୍ତକ ପଞ୍ଚ-ଶୀର୍ଷ ସର୍ପାକାର ।

(ଗ) ଗୃହତଳ ଶୋଭପାଏ ରମଣୀ ମୁଖରେ । ଫୁଟିଛି କମଳ-ଶ୍ରେଣୀ ସ୍ଥିର ସରୋବରେ । ରାବଣ ଶୟନ-ଗୃହ ରମଣୀରେ ପୂର୍ଣ୍ଣ । ନିର୍ମ୍ମଳ ଶାରଦାକାଶେ ଯେହ୍ନେ ତାରାଗଣ ।

(ଘ) ପଣ୍ଡିତ ସମୃଦ୍ଧି ଅବା ମୂର୍ତ୍ତିମତୀ ସ୍ମୃତି । ରୂପବତୀ ପତିବ୍ରତା ସମାନ ଦିଶନ୍ତି । ଅମୂଳକ ଅପବାଦେ କୀର୍ତ୍ତି କଳଙ୍କିତା ବିଘ୍ନ-ଯୁକ୍ତ ସିଦ୍ଧି ଅବା କୁଦ୍ଧି କଳୁଷିତ ।

(ଙ) ହନୁମାନ ଦେହେ ତୁମ୍ଭେ ହୋଇବ ଶୀତଳ । ଦକ୍ଷିଣ ଆବର୍ତ୍ତ ଶିଖା ହୋଇଲା ଅନଳ ।

(ଚ) ଅନାବୃତ ଶ୍ରଦ୍ଧା ଅବା ଅବସନ୍ନ କୀର୍ତ୍ତି । ଉପହତ ଆଶାପରି ସୀତା ଦିଶୁଛନ୍ତି ।

III (କ) ଦ୍ୱିତୀୟ ପ୍ରଶ୍ନର (କ) ଚିହ୍ନିତ ପଦ୍ୟମାନଙ୍କର ପ୍ରଥମ ଦୁଇ ପଂକ୍ତିରେ ଥିବା ଭାବର ଯୌକ୍ତିକତା ସ୍ପଷ୍ଟ ବୁଝାଇ ଲେଖ ।

(ଖ) ଉକ୍ତ ପଦ୍ୟମାନଙ୍କର ଶେଷ ଦୁଇ ଧାତରେ ଏବଂ (ଗ) ଚିହ୍ନିତ ପଦ୍ୟମାନଙ୍କରେ କି କି ଅଳଙ୍କାର ପ୍ରୟୋଗ ହୋଇଅଛି ସେମାନଙ୍କର ଲକ୍ଷଣ ଲେଖ ।

(ଗ) (ଖ) ଚିହ୍ନିତ ପଦ୍ୟମାନଙ୍କର ଶେଷ ପଂକ୍ତିରେ ମାଣିକ୍ୟ-ମସ୍ତକ ଓ ପଞ୍ଚ-ଶୀର୍ଷ ଏଦୁଇ ପଦର ପଦାନ୍ୱୟ ଓ ସମାସ ବ୍ୟାଖ୍ୟା କର ।

(ଘ) (ଘ) ଚିହ୍ନିତ ପଦ୍ୟମାନଙ୍କରେ କାହାର ଓ କେଉଁ ସମୟର ବର୍ଣ୍ଣନା ଦିଆ ହୋଇଅଛି ?

IV ନିମ୍ନ-ଲିଖିତ ପଦ୍ୟମାନଙ୍କୁ ସରଳ ଗଦ୍ୟରେ ଲେଖ:-

ଗଗନ ମଣ୍ଡଳ ଯେହ୍ନେ ଅକୂଳ ସାଗର । ବିକଶିତ ପଦ୍ମ ତହିଁ ଗନ୍ଧର୍ବ କିନ୍ନର । ସୁଧାଂଶୁ କୁମୁଦ ସୂର୍ଯ୍ୟ ଯେହ୍ନେ କାରଣ୍ଡବ । ଶୈଳ ଖଣ୍ଡ ଘନାବଳୀ ଫେନ ତାରା ସର୍ବ । ପୁନର୍ବସୁ ମତ୍ସ୍ୟ ଭୌମ ସଦୃଶ କୁମ୍ଭୀର । ଦ୍ୱୀପଖଣ୍ଡ ପରି ଐରାବତ କରିବର । ଭସି ଯଉଛନ୍ତି ହନୁ ସେହି ସମୁଦ୍ରରେ । ତିମି ମତ୍ସ୍ୟ ଭସୁଛନ୍ତି ମନ ଆନନ୍ଦରେ । କେବେ ଦୃଶ୍ୟହେଉଛନ୍ତି କେବେ ବା ଅଦୃଶ୍ୟ । ସଚଳ ବାରିଦ ମଧ୍ୟେ ଚନ୍ଦ୍ରମା ସଦୃଶ ।

V ତଳ-ଲିଖିତ ପଦ୍ୟମାନଙ୍କର ସମ୍ୟକ୍ ଅର୍ଥ ବୋଧାର୍ଥେ ଯାଦୃଶ ଟୀକା ଆବଶ୍ୟକ ତାହା କର ।

1 ପୂର୍ବେ କେତେ ଥର ଏହି ଲବଣ ସାଗର । ପାଇଅଛି ରଘୁବଂଶଠାରୁ ଉପକାର ।

2 ସନ୍ତାପେ ମଳିଣା ଦିଶୁଅଛନ୍ତି ରମଣୀ । କେଉଁ ଗ୍ରହ ନିପୀଡିତା ଯେସନେ ରୋହିଣୀ ।

3 ଜାନକୀ ବାତ୍ସଲ୍ୟ ରାମଚନ୍ଦ୍ର ପ୍ରଭାବରେ । ଜନକ ପବନଦେବ ବନ୍ଧୁତା ସୂତ୍ରରେ । ଅନଳ ଶୀତଳ ହେବା ଏଥିର କାରଣ ।

VI. "ଆତ୍ମ-ପ୍ରସାଦ ଯେ ପ୍ରକାର ପୁଣ୍ୟର ଅବଶ୍ୟମ୍ଭାବୀ ପୁରସ୍କାର ଆତ୍ମଗ୍ଲାନି ଏବଂ ଗତାନୁଶୋଚନା ସେହିରୂପ ପାପାନୁଷ୍ଠାନର ଗୁରୁତର ପ୍ରତିଫଳ ।"

(କ) ଉକ୍ତ ବିଷୟରେ ତୁମ୍ଭର ପଠିତ ପୁସ୍ତକରେ ଥିବା ଭାବମାନ ସଂଗ୍ରହକରି ସଂକ୍ଷିପ୍ତ ଅଥଚ ସାରଗର୍ଭ ଗୋଟିଏ ପ୍ରବନ୍ଧ ଲେଖ ।

(ଖ) ଉଷ୍ଣ-ପ୍ରସ୍ରବଣ, ଜଳ-ପ୍ରପାତ, ଓ ଜଳ-ସ୍ତମ୍ଭ ଏମାନଙ୍କର ସଂକ୍ଷିପ୍ତ ବିବରଣ ଲେଖ ।

VII. (କ) ଗଡଘାଲ, ଉଗାଳି, ନିଠାଇ, ଧାଇକାରେ, ଉବୁରି, କଟାଳ, ଯୁଣ, ଓଲଗି, ଝାଟକ, କାଞ୍ଚିଦାମ, ରାଜସିକଭାବ, ଦୀର୍ଘିକା, ଚୈତ୍ୟସ୍ଥାନ, ଲଲ୍ଲମଭୂତା, ମନ୍ଦମଧ୍ୟତାରସ୍ୱର, ଦାକ୍ଷାୟଣୀ ସ୍ୱେର-ପଦ ଓ କଷାଘାତ ଏମାନଙ୍କର ଅର୍ଥ ଲେଖ ।

(ଖ) "ଋଷ୍ୟମୂକ ପର୍ବତରେ ଥିଲେ ସୁଗ୍ରୀବର । ସଖ୍ୟତା ହୋଇଲା ସେ ସ୍ଥାନରେ ପରସ୍ପର ।" ଉଦ୍ଧୃତ ପଦ୍ୟ-ଦ୍ୱୟରେ ବ୍ୟାକରଣ-ଗତ ଦୋଷ ବା ବୈଲକ୍ଷଣ୍ୟ ବୁଝାଇଦିଅ ।

VIII. ତଦ୍ଧିତ ଓ କୃଦନ୍ତ ଏମାନଙ୍କର ସଂଜ୍ଞା ଲେଖ ।

(କ) ଭୂଷଣ, ଶୀର୍ଷ୍ଣ, ହାର୍ଯ୍ୟ, ବକ୍ତବ୍ୟ, ଅଣ୍ଡଜ, ଅଗ୍ନିବତ୍, ଚତୁର୍ଥ, ଓ ସପ୍ତମ ଏପଦମାନେ କେଉଁ ଧାତୁ ବା ଶବ୍ଦ ଉତ୍ତାରୁ କି ଅର୍ଥରେ କି ପ୍ରତ୍ୟୟଦ୍ୱାରା ସିଦ୍ଧ ହେଲେ ଲେଖ ।

(ଖ) ରଣସ୍ଥଳ, ଗୁରୁସେବାପରାୟଣ, ଦେବଦତ୍ତ, ବାଷ୍ପା-କୁଳିତଲୋଚନ ଏପଦଗୁଡିକରେ କେଉଁଠାରେ କି ସମାସ ହୋଇ ଅଛି ଲେଖ ।

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA: TRANSLATION AND COMPOSITION.

I. Translate into Uriya: [See Hindustani Translation paper, page cxviii]

II. Translate into English.

(କ) ବୋଇଲେ ଜାନକୀ ହନୁମାନ ମୁଖ ଚାହିଁ । ତୁମ୍ଭ କଥା ବିଷାମୃତ ସମାନ ଅଟଇ । ଶ୍ରୀରାମ ଭଲନ୍ତି ମୋତେ ଏ ଅଟେ ଅମୃତ । ବିଷ ବାକ୍ୟ ସେହୁ ଯେଣୁ ଅଛନ୍ତି ଦୁଃଖିତ । ପ୍ରଭୁତ ସମ୍ପଦ କିମ୍ବା ବିପଦ କାଳରେ । ମନୁଷ୍ୟେ ଆୟୁତ୍ ଥାନ୍ତି ବିଧାତା ହସ୍ତରେ । ଦୈବ ଅତିକ୍ରମ କେହି କରି ନପାରଇ । ଆମ୍ଭର ଏଦୁଃଖ ଦୈବ କାରଣ ଅଟଇ । ବୋଇତ ନିମଗ୍ନ ହେଲେ ସାଗର ମଧ୍ୟ-ରେ । ନାବିକେ ମିଳନ୍ତି ଯେହ୍ନେ ପହୁଁଚି କୂଳରେ । ଆମ୍ଭମାନ-ଙ୍କର ଏହି ବିପଦ ସାଗର । କୂଳ ଭେଟାଇବେ ରାମଚନ୍ଦ୍ର ମହାବୀର । ନ ଜାଣେ ଶ୍ରୀରାମଚନ୍ଦ୍ର ଆଉ କେତେ ଦିନେ । ଏ ସ୍ଥାନକୁ ଆସି ନାଶ କରିବେ ରାବଣେ । ଅସୁର ସହିତ ଲଙ୍କା କରି ଛାର ଖାର । କରିବେ ସେ ମୋତେ ଘୋର ବିପଦୁ ଉଦ୍ଧାର ।

(ଖ) ନିଷ୍ପାପୀ ହୋଇ ସତ୍କର୍ମର ଅନୁଷ୍ଠାନ କରିବାକୁ ଅନ୍ତଃ-କରଣରେ ଯେଉଁ ଅସଙ୍କୋଚ ସହିତ ଅନିବଚନୀୟ ସନ୍ତୋଷର ଉଦ୍ରେକ ହୁଏ ତାହାକୁ କେବଳ ଆତ୍ମପ୍ରସାଦ କହନ୍ତି । ଆତ୍ମ-ପ୍ରସାଦ ଅମୂଲ୍ୟ ଧନ, ଯେ ଅସଙ୍କୁଚିତ ଚିତ୍ତରେ କହିପାରନ୍ତି ଆମ୍ଭେ ନିରପ-ରାଧ ଓ ନିଷ୍କଳଙ୍କ ହୋଇ ପରମପିତା ପରମେଶ୍ୱରଙ୍କର ନିୟମ ସମୁ-ଦାୟ ପ୍ରତିପାଳନ କରୁଅଛୁଁ, ଯଥାସାଧ୍ୟ ପରୋପକାର ବ୍ରତପାଳନମଧ୍ୟ କରୁଅଛୁଁ, ସବୁ ଲୋକଙ୍କ ସଙ୍ଗେ ଅନ୍ୟାୟାଚରଣ ପରିତ୍ୟାଗ କରି ନିରବଚ୍ଛିନ୍ନ ନ୍ୟାୟ ବ୍ୟାପାରରେ ପ୍ରବୃତ୍ତ ରହିଅଛୁଁ, ପ୍ରଗାଢ଼ ଭକ୍ତି ଓ ସାତିଶୟ ଶ୍ରଦ୍ଧା ସହକାରରେ ପରମେଶ୍ୱରଙ୍କ ଶରଣାପନ୍ନହୋଇ

ରହିଅଛୁଁ, ସେ ଅପ୍ରାକୃତ ମନୁଷ୍ୟ । ତାହାଙ୍କର ପ୍ରଶସ୍ତ ଚିତ୍ତ ଅତ୍ୟାଶ୍ଚର୍ଯ୍ୟ ଅନିର୍ବଚନୀୟ ବିଶୁଦ୍ଧ ସୁଖର ନିକେତନ । ସେ ଆପଣାର ନିର୍ମଳ ଜଳ ତୁଲ୍ୟ ପବିତ୍ରଚରିତ୍ର ବାରମ୍ବାର ପର୍ଯ୍ୟାଲୋଚନା କରି ପରମ ପରିତୋଷ ପ୍ରାପ୍ତ ହୁଅନ୍ତି ।

(ଗ) ଯେ ଇଟାଲୀ ଏକ ସମୟରେ ଅର୍ଦ୍ଧଜଗତର ଅଧୀଶ୍ୱର ଥିଲା ; ଯେ ଇଟାଲୀ, ସିପିୟୋ, ସୀଜର, ପମ୍ପି, ଗାରିବଲଡ଼ି କରି କେଶରୀମାନଙ୍କର ଜନ୍ମଭୂମି ; ଯେ ଇଟାଲୀ ଦେଶରେ ଭର୍ଜିଲ୍, ଦାନ୍ତେ, ତାସୋ ପିତ୍ରାର୍କ କବିଚୂଡ଼ାମଣିମାନେ ଜନ୍ମଗ୍ରହଣ କରିଥିଲେ, ଯେ ଇଟାଲୀ ଗାଲିଲିୟୋ, କୋପର୍ନିକସ, କଲମ୍ବସ ପ୍ରଭୃତି ପ୍ରତିଭାଶାଳୀ ମହାତ୍ମାମାନଙ୍କର ଧାତ୍ରୀସ୍ୱରୂପ ; ଯେ ଇଟାଲୀ ଖ୍ରୀଷ୍ଟିୟାନ ଧର୍ମର ପ୍ରଭାବ ବିସ୍ତାର କରି ପ୍ରାୟ ସମସ୍ତ ଇଉରୋପକୁ ପଦତଳରେ ରଖିଅଛି, ଯହିଁରେ ସାଧାରଣତନ୍ତ୍ର ଶାସନ ସର୍ବପ୍ରଥମେ ପ୍ରତିଷ୍ଠିତ ହୋଇ ରୋମ, ଜେନୋଆ, ଫ୍ଲରେନ୍ସ ନଗରୀମାନଙ୍କୁ ଅତ୍ୟନ୍ତ ସମୃଦ୍ଧଶାଳିନୀ କରିଥିଲା ; ସେ ଇଟାଲୀର ପଶ୍ଚିମଭାଗରେ ଭୂମଧ୍ୟସାଗର ପରିବେଷ୍ଟିତ ନିତ୍ୟ ବସନ୍ତ ଲୀଳାୟିତ କର୍ସିକା ନାମକ ଗୋଟିଏ ପରମ ରମଣୀୟ ଦ୍ୱୀପ ଅଛି ।

III. Write an essay in Uriya on "The drawbacks of having one's own way" (ସ୍ୱେଚ୍ଛାଚାରର କୁଫଳ)

SATURDAY, 16TH DECEMBER, 2 TO 5 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. 1. Form the plurals of: Bijou, chou, ail, sérail, passe-passe, passe-partout, vice-président, tête-à-tête, in-douze, arc-boutant, casse-cou, boute-en-train.

2. Form the feminines of: Traître, anglican, partisan, mignon, chanteur, mineur, inspecteur, turc, favori, absous, tiers

3. What adjectives have generally the same form in both genders?

II. Conjugate:

1. *neiger*, in all the tenses of the indicative.
2. *acquérir*, in the present indicative.
3. *bouillir*, in the present subjunctive.
4. *aller*, in both forms of the past conditional

III. In the following sentences consider only the italicised words, and if you find anything wrong as regards their *genders* or *numbers* correct it, and give the reason for your correction:

Il croyait voir des serpents *rampant* autour de lui.

Je vous remercie de la faveur que vous m'avez *faite* et de celle que vous m'avez *faite* obtenir.

Ma figure était *ruisselant* de sueur.

Je goûtais des plaisirs sans cesse *renaissant*.

J'ai tout vendu, y *compris* ma maison de campagne, les arbres fruitiers seuls *excepté*

J'ai *détruit* ma maison, mais je l' ai *détruit* pour la rebâtir.

J'ai *gagné* plus d'écus que je n'en ai *perdu*.

Calypso aperçut un gouvernail, un mât, des cordages *flottan* sur la côte.

Vous voyez la veuve d'Hector *pleurant* à vos genoux.

Elle n'a aucun droit aux titres qu'elle s'est *arrogé*.

IV. Supply the word left out in (1), and substitute exact English equivalents for (2):

1. On est indolent par défaut de———; nonchalant par défaut de———; paresseux par défaut de———; négligent par défaut de———.

2. (*a*) { Lui seul peut faire ce travail;
A lui seul il peut faire ce travail

(*b*) { Il est allé à Paris;
Il a été à Paris.

(*c*) { Je vous prends à témoin;
Je vous prends pour témoin.

(*d*) { C'est un livre méchant;
C'est un méchant livre.

(*e*) { Il fait la partie;
Il est de la partie;
Il a affaire à grosse partie;
Il se porte partie contre moi.

V. Point out anything incorrect or obsolete in the following extracts from your Texts, and correct it:

1. Pourquoi de cette gloire exclus jusqu' à ce jour,
M avez-vous, sans pitié, relégué dans ma cour?

2. Non, non, le temps n'est plus que Néron, jeune encore,
Me renvoyait les vœux d'une cour qui l'adore.

3. Ce n' est plus ces promptes saillies, qu'il savait si vite et si agréablement réparer.

4. Comme une aigle qu'on voit toujours, soit qu'elle vole au milieu des airs, etc.

VI. Render into English, and explain the meanings, when necessary :

Il n'est point de degré du médiocre au pire
Le vers se sent toujours des bassesses du cœur.
Pensant fuir un écueil, souvent vous vous noyez.
Ne saurait-il rien voir qu'il n'emprunte vos yeux ?
Je vous ai crus tous deux d'intelligence.

Le voilà dans son naturel : la France le vit alors accompli par ces derniers traits, et avec ce je ne sais quoi d'achevé que les malheurs ajoutent aux grandes vertus.

Avez-vous un secret important ? Versez-le dans ce noble cœur ; votre affaire devient la sienne par la confiance.

L' adulateur, en prêtant aux grands les qualités louables qui leur manquent, leur fait perdre celles mêmes que la nature leur avait données.

VII. Express in English, so as to render the exact meaning or the whole force of the words in italics :

1. D'un noir pressentiment malgré moi *prévenue*,
   Je vous laisse à regret éloigner de ma vue.
2. Déjá par une porte au public moins connue
   L'un et l'autre consul vous avaient *prévenue*.
3. César nomme les chefs sur la *foi* des soldats.
4. Ne l'osez-vous laisser un moment sur sa *foi* ?
5. Néron *impunément* ne sera pas jaloux.
6. Oui, Narcisse : *on* nous réconcilie.

VIII. Express idiomatically in English :

J'en ai par dessus la tête.—Çà n'a ni queue ni tête.

Il veut faire à sa tête.—Je n'ai que faire de vos conseils.

Je ne suis pas fait pour cela.—Vous ferez les frais du voyage.

Il se fait tard—Il en a fait des siennes.—Rétif à la censure.—L'âge viril se pousse auprès des grands, s'intrigue, se ménage.

IX. 1. What is meant by *rimes riches* ? by *rimes suffisantes* ? by *mauvaises rimes* ? Exemplify each kind of rhymes.

2. In what sort of verse is the *Britannicus* written ? Describe the principal features of that verse.

3. Arrange the following words so as to reproduce two lines of the tragedy of Britannicus :

En même temps ma main, épuisant les richesses de Claude, répandait ses largesses sous votre nom.

X. 1. What is meant by *la Règle des trois unités* ? Quote the lines in which Boileau expresses it.

2. Before what audience did Massillon preach his *Petit Carême* ?

3. What is Bossuet's surname ? What other funeral orations did he pronounce ? Name two or three of his most remarkable works, besides the funeral orations.

MONDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TRANSLATION.

I. Translate into English:

1. Loin de nous les héros sans humanité! Ils pourront bien forcer les respects et ravir l'admiration, comme font tous les objets extraordinaires; mais ils n'auront pas les cœurs. Lorsque Dieu forma le cœur et les entrailles de l'homme, il y mit premièrement la bonté comme le propre caractère de la nature divine, et pour être comme la marque de cette main bienfaisante dont nous sortons. La bonté devait donc faire comme le fond de notre cœur, et devait être en même temps le premier attrait que nous aurions en nous-mêmes pour gagner les autres hommes. La grandeur qui vient par-dessus, loin d'affaiblir la bonté, n'est faite que pour l'aider à se communiquer davantage, comme une fontaine publique qu'on élève pour la répandre. Les cœurs sont à ce prix; et les grands dont la bonté n'est pas le partage, par une juste punition de leur dédaigneuse insensibilité, demeureront privés éternellement du plus grand bien de la vie humaine, c'est-à-dire des douceurs de la société.

2. Hélas! s'il pouvait être quelquefois permis d'être sombre, bizarre, chagrin, à charge aux autres et à soi-même, ce devrait être à ces infortunés que la faim, la misère, les calamités, les nécessités domestiques, et tous les plus noirs soucis environnent: ils seraient plus dignes d'excuse, si, portant déjà le deuil, l'amertume, le désespoir souvent dans le cœur, ils en laissaient échapper quelques traits au dehors. Mais que les grands, que les heureux du monde, à qui tout rit, et que les joies et les plaisirs accompagnent partout, prétendent tirer de leur félicité même un privilège qui excuse leurs chagrins bizarres et leurs caprices; qu'il leur soit plus permis d'être fâcheux, inquiets, inabordables, parce qu'ils sont plus heureux; qu'ils regardent comme un droit acquis à la prospérité d'accabler encore du poids de leur humeur des malheureux qui gémissent déjà sous le joug de leur autorité et de leur puissance; grand Dieu! serait-ce donc là le privilège des grands, ou la punition du mauvais usage qu'ils font de la grandeur?

3. Pour moi, qui, jusqu'ici nourri dans la satire,
N'ose encor manier la trompette et la lyre,
Vous me verrez pourtant, dans ce champ glorieux,
Vous offrir ces leçons que ma muse au Parnasse
Rapporta, jeune encor, du commerce d'Horace;
Seconder votre ardeur, échauffer vos esprits,
Et vous montrer de loin la couronne et le prix.
Mais aussi pardonnez, si, plein de ce beau zèle,
De tous vos pas fameux observateur fidèle,
Quelquefois du bon or je sépare le faux,
Et des auteurs grossiers j'attaque les défauts:
Censeur un peu fâcheux, mais souvent nécessaire,
Plus enclin à blâmer que savant à bien faire.

4. Poursuis, Néron: avec de tels ministres,
Par des faits glorieux tu te vas signaler;
Poursuis. Tu n'as pas fait ce pas pour reculer.
Ta main a commencé par le sang de ton frère;
Je prévois que tes coups viendront jusqu'à ta mère.
Dans le fond de ton cœur je sais que tu me hais;
Tu voudrais t'affranchir du joug de mes bienfaits.
Mais je veux que ma mort te soit même inutile.
Ne crois pas qu'en mourant je te laisse tranquille.
Rome, ce ciel, ce jour que tu reçus de moi,
Partout, à tout moment, m'offriront devant toi.
Mais, j'espère qu'enfin le Ciel, las de tes crimes,
Ajoutera ta perte à tant d'autres victimes;
Qu'après t'être couvert de leur sang et du mien,
Tu te verras forcé de répandre le tien;
Et ton nom paraîtra, dans la race future,
Aux plus cruels tyrans une cruelle injure.

II. Translate into French:

1. Keeping their destination secret, they sallied out of the camp, and made their way by starlight through the most secret roads of the mountains. In this way they pressed on rapidly day and night, until, early one morning, before cock crowing, they fell suddenly upon the hamlets, made prisoners of the inhabitants, sacked the houses, ravaged the fields, and, sweeping through the meadows, gathered together all the flocks and herds.

2. Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.

III. Translate into English:

1. Chaque matin les abeilles s'envolent pour le labeur de la journée. Où vont-elles? Parmi les prés odorants, les jardins fleuris, les gazons qui tapissent le bord des ruisseaux; et là, sur les fleurs et les herbes parfumées, elles cueillent les premiers matériaux de leur savant édifice Quel architecte les a instruites à mesurer avec tant d'art les six côtés de leurs cellules, à maçonner avec la cire les petites murailles solides qui protégeront le dépôt de leur doux miel?

2. Il donne aux fleurs leur aimable peinture;
Il fait naître et mûrir les fruits;
Il leur dispense avec mesure
Et la chaleur des jours et la fraîcheur des nuits.

MONDAY, 18TH DECEMBER, 2 TO 4 P.M.

ALGEBRA.

I. Prove (1) that $x^n - a^n$ is divisible by $x - a$ for all positive integral values of n, (2) that if an expression containing x vanish when a is put for x, $x - a$ is a factor of the expression.

If $a+b+c=0$,

$$\text{prove that } a.\frac{b^3-c^3}{b-c}+b.\frac{c^3-a^3}{c-a}+c.\frac{a^3-b^3}{a-b}=0.$$

II. If γ_1, γ_2 are the roots of the equation $ax^2+bx+c=0$, prove that $\gamma_1+\gamma_2=-\frac{b}{a}$.

If α, β are the roots of the equation $x^2+px-r=0$, γ, δ those of the equation $x^2+px+r=0$, prove that $(\alpha-\gamma)(\alpha-\delta)=(\beta-\gamma)(\beta-\delta)=2r$.

III. Solve the equations:—

$$(1)\quad \begin{cases} \dfrac{a^2}{x}-\dfrac{b^2}{y}=\dfrac{(a-b)^2}{c} \\ x-y=c \end{cases}$$

$$(2)\quad \sqrt{x^2+4x+1}+\sqrt{x^2-4x+2}=2\sqrt{3}-1.$$

The sum of the lengths of the sides of a right-angled triangle exceeds the length of the hypotenuse by 6 inches, and the area of the triangle is 60 square inches. Find the lengths of the sides.

IV. Explain what is meant by $a^{\frac{m}{n}}$, where m and n are positive integers. Assuming that $a^m \times a^n = a^{m+n}$ when m and n are positive integers, prove that the relation holds when m and n are positive fractions.

Extract the square root of the expression

$$(x^{\frac{1}{3}}-y^{\frac{1}{3}})(x^{\frac{2}{3}}y^{\frac{2}{3}}-y+2x^{\frac{2}{3}}y^{-\frac{1}{3}})+x^{\frac{4}{3}}y+x^{\frac{4}{3}}y^{-1}.$$

V. 1. If a, b, c are in continued proportion, prove that

$$ca(a+b+c)(a-b+c)=(a^2-ab+b^2)(b^2+bc+c^2).$$

2. If $a(y+z-x)=b(z+x-y)=c(x+y-z)$,

$$\text{prove that } \frac{x}{a(b+c)}=\frac{y}{b(c+a)}=\frac{z}{c(a+b)}.$$

VI. Show how to insert n arithmetic means between two quantities a and b; and prove that the sum of the inserted means is equal to the sum of a series of n terms in A. P. of which a is the first term and b the last.

If a, b, c are in A. P., α, β, γ in H. P., and $a\alpha$, $b\beta$, $c\gamma$ in G. P., prove that $\frac{\alpha}{\gamma}+\frac{\gamma}{\alpha}=\frac{a}{c}+\frac{c}{a}$.

VII. Find from first principles the number of combinations of n dissimilar things taken r at a time.

Find how many words, each consisting of 4 consonants and 3 vowels, can be formed from the letters of the word *astronomical*, if the consonants occupy the odd places and the vowels the even.

VIII. Show how to find the greatest term in the expansion of $(x+a)^n$. Find the value of the greatest term in the expansion of $(5x+4)^7$ when $x=1$.

TUESDAY, 19TH DECEMBER, 10 A.M. TO 1 P.M.

GEOMETRY.

I. Prove that the complements of the parallelograms which are about the diameter of any parallelogram are equal to one another.

ABC is a triangle, *O* the middle point of, *P* any other point in *AC*. Through *O* and *P* parallels are drawn to *AB* and *CB*. Prove that the parallelogram *BO* is greater than *BP*.

II. If a straight line be divided into two equal and two unequal parts, show that the rectangle contained by the unequal parts together with the square on the line between the points of section is equal to the square on half the line.

III. Divide a line into two parts such that the rectangle contained by the whole line and one of the parts may be equal to the square on the other part.

Produce a line to such a length that the rectangle contained by the given line and the line made up of it and the part produced may be equal to the square on the part produced.

IV. On a given straight line describe a segment of a circle containing an angle equal to a given obtuse angle.

What is a locus? Given the base of a triangle and its vertical angle, find the locus of the point of intersection of perpendiculars drawn from the base angles to the opposite sides.

V. Prove that the opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.

Two circles cut each other in *A* and *B*. *CAD*, *EAF* are lines terminated by the circles. Show that the angles of the triangles *CEB* and *DFB* are equal each to each.

VI. Describe a triangle such that each of the base angles may be double of the angle at the vertex.

If *BD* be the base of a triangle so described and the two circles in the figure intersect at *D* and *E*, show that *EBD* is half the vertical angle.

VII. If a straight line be drawn parallel to one side of a triangle so as to cut the other sides produced through the vertex, prove that it will cut them proportionally.

VIII. Prove that in any triangle, the rectangle contained by two sides is equal to that contained by the perpendicular drawn from the included angle to the third side and the diameter of the circumscribed circle.

If a quadrilateral is inscribed in a circle and perpendiculars are drawn from any point on the circle to its sides, show that the rectangle contained by the perpendiculars on a pair of opposite sides is equal to that contained by the two other perpendiculars.

TUESDAY, 19TH DECEMBER, 2 TO 4 P.M.

TRIGONOMETRY.

I. Prove that the circumference of a circle bears a constant ratio to its diameter.

Find the ratio of the angles subtended at the centre of a circle (1) by an *arc* equal to the radius, (2) by a *chord* equal to the radius.

II Prove that $\cos(A-B)=\cos A\cos B+\sin A\sin B$.

Prove the identities :—

1. $\sin^2 B+\sin^2 C-2\sin B\sin C\cos(A+60^\circ)=$
$1+\cos A\cos B\cos C+\sqrt{3}\sin A\sin B\sin C$, when $A+B+C=180^\circ$

2. $\dfrac{(1-\tan A)(1-\tan B)(1-\tan C)}{(1+\tan A)(1+\tan B)(1+\tan C)}=$
$\dfrac{\sin 2A+\sin 2B+\sin 2C-1}{\cos 2A+\cos 2B+\cos 2C}$, when $A+B+C=45^\circ$.

III. Obtain the value of $\sin\theta$ in terms of $\sin 2\theta$. Explain why there are four possible values, and apply the proper signs to the radicals when θ lies between $\frac{5\pi}{4}$ and $\frac{7\pi}{4}$.

IV. If a, b, c are the sides of a triangle, show that $a=b\cos C+c\cos B$.

Deduce or obtain directly the cosine of an angle in terms of the sides.

ABC is a triangle, DE a line perpendicular to the bisector of the vertical angle A, meeting AB and AC in D and E respectively. If the triangle ADE is half the triangle ABC, show that $DE=\sqrt{2(s-b)(s-c)}$.

V. Having given the ratio of two sides of a triangle and the included angle, show how to determine the other angles.

If $\frac{a}{b}=\frac{11}{9}$, and $C=60^\circ$, find the angles A and B,

having given $\log 3=\ \cdot4771213$
$L\cot 9^\circ 49'=10\cdot7618797$
Diff. for $1'=\ \cdot0007514$.

VI. Find the radius of the circle which touches one side of a triangle, and the other two sides produced. Show that the area of the triangle formed by joining the centres of the three such circles of a triangle $ABC=\frac{S}{2}\operatorname{cosec}\frac{A}{2}\operatorname{cosec}\frac{B}{2}\operatorname{cosec}\frac{C}{2}$, where S is the area of the triangle.

VII. The elevation of a balloon as seen from the top of a tower is β and as seen from the foot is α Show that the height of the balloon at that moment $= \frac{h \sin \alpha \cos \beta}{\sin (\alpha - \beta)}$, h being the height of the tower.

WEDNESDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

N B.—The questions must be attempted in the order in which they stand upon the paper.

I. What use is made in the body of the circulating blood? What are the differences between the blood circulating in an artery and that circulating in a vein? Where has the blood in each case acquired its properties?

II Give an account, with a diagram, of the general structure of the head and neck.

III. Enumerate the physiological properties of
1. a spinal nerve
2. the spinal cord
3. the brain.

IV. Mention ten food-stuffs, six of which contain nitrogen and four do not.

V. State as many differences as you can between an ordinary muscle of the arm or leg, and a muscle in the wall of the intestine.

VI. What are the uses of the skeleton? Name the bones which enter into the skeleton of the foot.

VII. Describe briefly the functions of the liver.

WEDNESDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOGRAPHY.

I. Distinguish between a chemical compound and a mechanical mixture. To which class of bodies does the atmosphere belong? Give reasons for your answer.

II. How can it be proved that aqueous vapour is invariably present in the atmosphere, and how may the quantity present be ascertained? When is air said to be saturated with aqueous vapour; what takes place when saturated air is warmed or cooled?

III. What quantity of carbon dioxide is normally present in the air, and in what circumstances does this proportion undergo increase? Describe the processes by which this gas is introduced into the atmosphere and removed from it. How may its presence be proved?

IV. What is the percentage weight of the solid substances which occur dissolved in sea water, and of what do these solid substances consist? Explain why the water of the Red Sea is salter than the ocean, while that of the Baltic is much less salt.

V What is meant by the terms *rock* and *mineral*? Mention six of the most important rock-forming minerals, and the elements present in each. Name rocks in which each mineral mentioned is present

VI. What is a fossil? In what rocks are fossils found, and how have they been produced?

VII. Describe the chemical and physical properties of peat and coal Why is the latter more valuable as a fuel than the former? Mention the principal localities in India where coal is being worked.

VIII. There is evidence that parts of the earth where glaciers are no longer found were once covered with ice. State the principal facts of which this evidence consists.

IX The latitude of Madras being 13°4′N. and the longitude 80°15′E., state the position of the sun at noon at (1) the solstices, (2) the equinoxes. Calculate the difference of time between Madras and London.

X. The earth may be regarded as a magnet. Explain this statement, and mention the approximate positions of the magnetic poles of the earth. How have these positions been discovered?

WEDNESDAY, 20TH DECEMBER, 2 TO 5 P.M.

HISTORY OF GREECE AND ROME.

I. State the commonly received account of the invasion, conquest, and partition of the Peloponnesus by the Dorians. What was the fate of the conquered races?

II State the part played by Cleisthenes and Aristides in the establishment of the democratic Government at Athens.

III. What scheme did Epaminondas devise to humble the power of Sparta, and how did he carry it into execution?

IV. Write a brief sketch of the life of Philip of Macedonia, and account for the rapidity with which Greece fell a victim to his ambition

V What was the condition of the Plebeians prior to B.C. 494? By what remedies were their *social* and *political* disabilities removed?

VI. Give some account of the constitution of Carthage.

VII. Relate briefly the events which made the years B C. 190 and 146 memorable in the history of Roman Conquest.

VIII. Briefly state the changes introduced into the Roman Constitution by C. Sempronius Gracchus and L. Cornelius Sulla.

B.A. DEGREE EXAMINATION, 1894.

ENGLISH LANGUAGE DIVISION.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

ENGLISH POETRY.

N B.—*Answers to Part I. and Part II. must be written in separate books.*

PART I.

I. How does Chaucer form (1) the plural of nouns, (2) the genitive case of nouns, and (3) the past tense? Give illustrations, where available, from the text.

II. 1. From what work did Chaucer obtain the story of the Knightes Tale?

2. State briefly and clearly the chief differences between Chaucer's treatment of the subject and that in the work he imitated.

III. Give a close rendering in modern English of the following, and remark on the value of the final—*e* in the italicised words

1. To ransake in the tas of bodyes *dede*
   Hem for to strepe of harneys and of wede,
   The pilours diden busynesse and cure,
   After the bataille and disconfiture.
2. I wol nat letten eek noon of this route.
3. And but I have hire mercy and hire grace
   That I may seen hire atte leste weye,
   I nam but deed.
4. And hente him by the herte
   So woodly, that he lyk was to *biholde*
   The box-tree or the asshen dede and colde.

IV. Give the meaning of the following words, and write notes on their etymology or grammatical form: *caitif, starf, y-bete, swelte, meynee, slider*

V. State briefly (not exceeding *three pages*) your view of the character of Malvolio.

VI. 1. Write explanatory notes on the following, stating speaker and context:

(*a*) He is knight, dubbed with unhatched rapier, and on carpet consideration

(*b*) Then he's a rogue, and a passy measures pavin

2. Explain the allusions in (*a*) the Egyptian thief, (*b*) the old Vice.

PART II.

VII. In what senses does Shakespeare use the following words *favour, indifferent, dimension, abuse, continent, record?* Give illustrations from the Play.

VIII. 1. Paraphrase:

(*a*) He must observe their mood on whom he jests,
The quality of persons, and the time,
And, like the haggard, check at every feather
That comes before his eye. This is a practice
As full of labour as a wise man's art:
For folly that he wisely shows is fit;
But wise men, folly-fall'n, quite taint their wit.

(*b*) A bawbling vessel was he captain of,
For shallow draught and bulk unprizable;
With which such scathful grapple did he make
With the most noble bottom of our fleet,
That very envy and the tongue of loss
Cried fame and honour on him.

2. What other reading has been suggested for the italicised word in the first passage, and what change of meaning in the sentence would this involve?

IX. Write notes on the following expressions in Collins: (1) oaten stop, (2) sphere-descended maid, (3) thy folding star, (4) with brede ethereal wove, (5) the doubling drum.

X. 1. In what year was Adonais written? Under what belief did Shelley write the poem? How far was he mistaken?

2. What classical models did he follow? Refer to any one long passage in Adonais in which the poet has closely followed his models.

XI. Give a brief analysis of the contents of Adonais.

XII. 1. Explain the following passages:

(*a*) The third among the sons of light.

(*b*) Life, like a dome of many-coloured glass,
Stains the white radiance of eternity.

2. Give, in your own words, the idea expressed in the following extract:

He is a portion of the loveliness
Which once he made more lovely: he doth bear
His part, while the one Spirit's plastic stress
Sweeps through the dull dense world, compelling there
All new successions to the forms they wear.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

ENGLISH PROSE.

N.B.—*Answers to Part I. and Part II. must be written in separate books.*

PART I.

I. 1. Name the most celebrated of Virgil's Pastorals; account for the interest it has always excited; and mention some of the conjectures that have been made as to the identity of the persons to whom it refers.

2. "In the Georgics Virgil shows us most of himself." Explain this.

II. 1. Explain how the Æneid in some degree combines the character of the Iliad and of the Odyssey; and point out the difference between Homer and Virgil in (*a*) their attitude towards war, and (*b*) in their treatment of scenery.

2. Criticise Æneas' treatment of Dido from the point of view of (*a*) a modern reader, and (*b*) a reader of Virgil's own time.

III. 1. Give the meaning of (*a*) "to forget the farmer in the natural philosopher"; (*b*) "a piece of most unjustifiable jockeyship"

2. Explain the following passages:

(*a*) War and Wisdom and even Government itself must be content to come to a standstill, until the behests of Beauty have been obeyed.

(*b*) The Sir Galahads ride alone; then, now, and always, in fiction as in fact

3. Write short notes on: (*a*) Tyrian grain, (*b*) the Game of Troy,

(*c*) 'Twas no good hour that made me take
Alcides o'er the nether lake,
Nor found I more auspicious freight
In Theseus and his daring mate.

IV. 1. What account does Gibbon give of the first advent of the Normans in Italy?

2 Relate the events that led to the battle of Civitella.

V. Write a summary of the events to which the following passages refer:

1 The infant monarchy of Roger was shaken and almost overthrown, by the unlucky choice of an ecclesiastical patron.

2. The venerable age of Corinth was violated by rapine and cruelty.

PART II.

VI. 1 Describe carefully the change that took place in Silas Marner's inward life during the first fifteen years of his residence at Raveloe.

2 Mention the different causes of the repulsion between Marner and his neighbours, and state the part which each of the two most important episodes of his life at Raveloe had in dissipating it.

VII. State the grounds on which Mrs Cass justified to herself her resistance to her husband's wish that they should adopt a child, and show that in this she acted consistently with the mode in which she regulated her life.

VIII. State (1) Mr Macey's view of the condition of Silas Marner when Jem Rodney found him in what was supposed to be a fit; (2) the conclusion to which Dolly Winthrop came regarding Silas Marner's early trouble connected with the drawing of lots.

IX. Explain the following passages, giving in each case an incident by which the author illustrates her meaning:

1. To them pain and mishap present a far wider range of possibilities than gladness and enjoyment; their imagination is almost barren of the images that feed desire and hope, but is all overgrown by recollections that are a perpetual pasture to fear.

2. To people accustomed to reason about the forms in which their religious feeling has incorporated itself, it is difficult to enter into that simple untaught state of mind in which the form and the feeling have never been severed by an act of reflection.

X. Rewrite the following extract, employing, as far as possible, words of English origin:

Any resort to legal measures for ascertaining the culprit was contrary to the principles of the church in Lantern Yard according to which prosecution was forbidden to Christians, even had the case held less scandal to the community.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

ENGLISH LANGUAGE AND LITERATURE.

N.B.—*Answers to Part I. and Part II. must be written in separate books.*

PART I.

I. 1. Exemplify phonetic changes which, under Grimm's Law, distinguish English from Modern German.

2. To which of the following pairs of cognate words does Grimm's Law apply? State the sub-law which applies to the other pair: Skt. *antara*, Eng. *other*; Skt. *antar*, Eng. *under*.

II. 1. State which word in the following pairs is derived from the other, and give a reason for your answer: *food, feed; tell, tale.*

2. Remark upon the italicised letters of the following words: for the *n*once, a*d*vantage, must, t*o*oth.

III. 1. To what elements in the English language do the following words belong: *bard, alms, dagger, bishop, abroad, fief, rosemary?*

2. Give *six* examples of words introduced by the Norman Conquest which have supplanted native English words, together with the words displaced.

3. Illustrate the influence of Norman French on the accentuation of English words.

IV. Describe the importance of the Brut and the Ormulum in the history of the English language.

V. 1. Write a note on the ending *—ing.*

2. Mention some of the chief anomalies in the Grammar of Elizabethan writers. To what causes may they be set down?

VI. 1. What are the chief arguments in favour of a system of phonetic spelling?

2. In what respects is the English Alphabet imperfect and redundant?

तुरस्त्र भूमिवरल्या गोपुराशी सारखे पणाने संबंधपावणारे एक्या पाचरा सारखे. या दोनीप्रकारांतून कोणीं एक्या आकृतीत सुभट आणि मजबूत रीतीने ते गोळे मिळवूनठेवितां येतील (जमवितां येतील). परंतु उभ्या बाजूच्या किवा बहुत झुकलेल्या बाजूच्या एक्या आकृति स्वरूपांत जमविता येन नाहीत. अजूनही जर सारख्या वर्तुळ गोळे नसून (जमवांवे ते पदार्थ) काही भाग अव्यवस्थित रीतीने गोळ केलेले व नाना तऱ्हेचे परिमाणाचे मोठे दगड आहेत, तर नियमित स्थिर राहण्या जोगे (एक्या ही) आकाररूपानें जमविणें शक्य नव्हे. त्यांची एक बेडौल ढीगमात्रच मजूर करून शकेल. ही प्रत्येक बयाने एकत्र करून व त्यांतील गर्भित सर्व सामान्य तत्व कोणता आहे म्हणून विचार केला म्हणजें हे आहे असें आम्हास समजेल की—मनुष्य समुदायांचा स्वभाव प्रत्येक व्यक्तीचा स्वभावानें ठरलेला जातो. मनुष्यप्राणिमात्र एक बेबंद समुदायानें राहतात किवा ते (समुदाय) त्यांचे अंश (व्यक्ति) परस्पर दरेक दुसऱ्यावर अवलंबून आहेत हे व्यक्तीच्या विशेष लक्षणांनी (गुणांनीं) निस्संशयपणे ठरवितां येयील. आम्हास आढळत्याप्रमाणें व्यक्तीचे लक्षण व सवाई निस्संशय असल्यास त्यांचा जो लोकसमुदाय होतो तो निस्संशयपणे काही एक विशेष लक्षण धारला असतो (जें त्या व्यक्तीच्या लक्षणास संबंध पावून असेल). व तशे विशेषलक्षणयुक्त असणारे लोकसमुदाय

निरनिराळे गूण व सवाई धारणाऱ्या व्यक्तींकडून जमला जाणार नाही.

[The portions bracketed are only explanatory and are not to be translated.]

TUESDAY, 16TH JANUARY, 4-5 TO 5-5 P.M.

TAMIL: TRANSLATION.

Translate into English:

நன்ருய்ச் சுட்டுக் கடினமாக்கிச் செவ்வையாய் உருப்படுத்தித் தன் பக்கத்திற் குவித்திருக்கும் செங்கற்களைக்கொண்டு கொல்லற்றுக்காரன் சற்று உறுதியான சுவரொன்றைச் சாந்துமில்லாமலே சிறிது உயரம் எழுப்புகிருன். கெட்ட வஸ்துக்களைக்கொண்டு செய்யப்பட்டவைகளும், நன்ருய்ச் சுடப்படாதவைகளும், கோணலானவைகளும், வெடித்துப்போனவைகளும், அனேகமுடைந்துபோனவைகளுமாகவிருக்கிற செங்கற்களைக் கொண்டு அதே உயரமும் உறுதியுமுள்ள சுவரொன்றைச் சாந்தில்லாமல் எழுப்ப அவனுல் முடியாது. பீரங்கிக் குண்டுகளை அடுக்குகிற வேலையாள் செங்கற்கள் நிற்பதுபோல் கோளாகாரமான இக்குண்டுகளைச் சிறிதும் நிற்கச்செய்ய அவனுக்கு முடியவேமுடியாது. அக்குண்டுகளைக் குவிக்கத்தக்க சில நியதியான ரூபங்கள் உண்டு; அவையாவன-சதுரமான அடிவாரத்தையுடைய (பிரமிட்) கூர்நுனிக்கோபுரம், அந்த உருவத்தைப் போன்று நீண்ட சதுரமான அடிவாரத்தையுடைய ஆப்பு முதலியவைகளே. இவற்றுள் எந்த உருவமாக அடுக்கினுலும் அவைகளை ஒத்தஅளவாகவும் நிலைத்திருக்கும்படியாகவும் குவிக்கலாமேயன்றி, தூக்கான பக்கங்களாவது மிகவும் சாய்ந்தபக்கங்களாவது உடைய உருவங்களாக அமைக்கமுடியாது. இன்னுமொருமுறை பார்ப்போம். குவிக்கவேண்டிய வஸ்துக்கள் சமமாகிய உருண்டைவடிவான குண்டுகளன்றி, ஒழுங்கில்லாமல் அறைகுறையாகத் திரண்டுள்ள நானுவித பரிமாணமமைந்த பெருங் கற்களாயிருக்குமானுல், நியதியான நிலையுள்ள எந்த உருவமும் சாத்தியமலல. இவைகளை வேலையாள் உருவமற்ற ஓர் குவியலாகமாத்திரம் அமைக்கக்கூடும். இந்தப் பல விஷயங்களையும் ஒருங்குசேர்த்து, அவைகளால் குறிப்பாகத் தெரியவருகிற மிகவும் பொதுவான உண்மை யென்னவென்று கேட்போமானுல், இது என்று நாம் அறிகிருேம்-சமூகத்தின் லட்சணம்

தனித்தனிப்பொருள்களின் லட்சணங்களைக்கொண்டு தீர்மானிக்கப்படுகிறதென்பதே. மானிடர் ஒருவருக்கொருவர் சம்பந்தமற்ற தொகுப்பினராயிருக்கிறார்களா அல்லது ஒருவரையொருவர் பரஸ்பரம் ஆதாரமாகக்கொண்ட சமூகத்தினராயிருக்கிறார்களாவென்பது ஒவ்வொருவருடைய லட்சணங்களினால் சந்தேகமறத் தீர்மானிக்கப்படுகிறது. ஒவ்வொருவருடைய குணங்களையும் வழக்கங்களையும் எப்படியிருக்க நாம் காண்கிறோமோ அதற்கேற்றபடியே, அவர்கள் சேர்ந்திருக்கும சமூகத்துக்கும் சில லட்சணக்குறிகளிருப்பது இன்றியமையாததாகும்; அவ்வகையான லட்சணங்களமைந்த எந்தச் சமூகமும் வேறே குணங்களையும் வழக்கங்களையுமுடைய தனித்தனி மனுஷரால் ஏற்படமாட்டாது.

TUESDAY, 16TH JANUARY, 4-5 TO 5-5 P.M.

TELUGU: TRANSLATION INTO ENGLISH.

Translate into English:

చక్కఁగా కాల్పఁబడి, గట్టివయి, యుక్తరూపములుగాఁ జేయఁబడి, తన ప్రక్కను కుప్పలుగా నున్న, యిటికలతో తాపి పనివాఁడు గచ్చుసున్నము సహితము లేకుండ కొంచెపాటి స్థిరత్వము గల కొంత యెత్తు గోడను కట్టుచున్నాఁడు. చెడ్డ వస్తువులతో చేయఁబడి, జబ్బుగా కాల్పఁబడి, వంకరయయి, బీటలువారి, తమలో ననేకములు విఱిగియున్న, యిటికలతో వాఁడు అంతే యెత్తును స్థిరత్వమును గల గోడను గచ్చుసున్నము లేకుండ కట్టలేఁడు. పనివాఁడు, పిరంగి గుండ్లను పేర్చి యీ గుండ్రని ముద్దలను ఇటికలు నిలుచునట్లు నిలుపుటకే బొత్తిగా శక్తుఁడు కాఁడు. వానిని పేర్చఁదగిన నిర్ణీతరూపములు కొన్ని గలవు,—ఏవనఁగా చౌకపుపాదము గల సూచ్యగ్రస్తంభము (పిరమిడ్), సూచ్యగ్రస్తంభమునకు చేరికయయిన దీర్ఘ చతుష్కోణ పాదము గల గూటము-వెడ్జ్ మొదలయినవి. ఈ రూపములలో దేనియందైనను వానిని సమప్రమాణముగాను స్థిరముగాను చేర్చి పెట్టవచ్చును, కాని యూర్ధ్వ పార్శ్వములతోడియో మిక్కిలి యెరగిన పార్శ్వములతోడియో రూపములలోఁ గాదు. ఇంకొకసారి చూచెదము. పేర్చఁబడవలసిన ముద్దలు సమానమైన గుండ్రని గుండ్లకు

మాఱుగా అసమగ్రముగా, అడ్డాదిడ్డిగా, వట్రువలై వివిధ పరిమాణములు గల పెద్దరాళ్లయినపక్షమున, నిర్ణీత స్థిర రూపము ఏదియు సాధ్యముకాదు 'పీనితో పనివాఁడు ఆకారహీనమైన కుప్పనుమాత్రమె చేయఁగలఁడు. ఈ పలువిషయములను ఏకముగా పెట్టి యవి సూచించెడి మిక్కిలి సామాన్యమైన సత్యమేదియని యడిగిన, ఇదియని కనుఁగొనుచున్నాము—సముదాయముయొక్క స్వభావము వానియంగముల యొక్క స్వభావములనుబట్టి నిశ్చయింపఁబడును అనునదియే. మనుష్యులు కట్టులేని కూటములో జీవించుచున్నారా లేక అన్యోన్యముగా నొకదానిపై నొకటి యాధారపడి యుండుభాగములు గల సమాజములో వారు జీవించుచున్నారా అనునది ఒక్కొకరియొక్క లక్షణములనుబట్టి నిస్సంశయముగా నిశ్చయింపఁబడును. వారివారి గుణములును అభ్యాసములును అవి మనము చూచునట్లుగా ఉండినచో వారు చేరియున్న సముదాయము కొన్ని లక్షణములను అనివార్యముగా కనఁబఱుచును అటువంటి లక్షణములు గల సంఘ మేదియు భిన్నగుణములను అభ్యాసములను గల మనుష్యులలోనుండియేర్పడ నేరదు.

TUESDAY, 16TH JANUARY, 4-5 TO 5-5 P.M.

KANARESE: TRANSLATION INTO ENGLISH.

Translate into English:

బన్నాగి సుడల్పట్టు, గట్టియాగి, సరియాగి ఆ కారగొండు, తన్న బళియల్లి రాశిగళాగి బిద్దిరువ ఇట్టిగెగళిందె గారెయవను గారెయిల్లదె కూడె తక్క మట్టిగె స్థైర్యవిరువ స్వల్ప ఎత్తరద గోడెయన్ను కట్టుత్తానె. కెట్ట సామగ్రిగళిందె మాడిద, అరిబరె యాగిసుట్టు, కొంకాద, సీళిద మత్తు అనేకవు తుండాగి హోద ఇట్టిగెగళిందె గారెయిల్లదె అష్టే ఎత్తరద మత్తు స్థైర్యవుళ్ళ గోడెయన్ను కట్టలారను. ఫిరంగి గుండుగళన్ను కుప్పెహాకువ కెలసగారను ఈ గోళాకారద ముద్దెగళన్ను ఇట్టిగెగళు నింతంతె నిల్లిసలిక్కెనే ఏనూ సామర్థ్యవిల్లదవనాగిరువను. అవుగళన్ను కుప్పె హాకబహుదాద నిర్దిష్ట ఆకారగళు కెలవు ఇవె - యావ

ವಂದರೆ, ಚಚೌಕ್ಕಾಕ ತಳವುಳ್ಳ ಸೂಚ್ಯಗ್ರಸ್ತಂಭ (ಪಿರಮಿಡ್), ಸೂಚ್ಯಗ್ರಸ್ತಂಭ ಜಾತೀಯವಾದ ದೀರ್ಘ ಚತುಷ್ಕೋಣಾಕಾರದ ಬುಡವುಳ್ಳ ಬೆಣೆ (ವೆಜ್), ಮುಂತಾದವುಗಳು. ಇವೆರಡರಲ್ಲೊಂದು ಆಕಾರವಾಗಿ ಅವುಗಳನ್ನು ಸಮರೂಪವಾಗಿಯೂ ಸ್ಥಿರವಾಗಿಯೂ ಒಟ್ಟು ಹಾಕಬಹುದು; ಆದರೆ ಊರ್ಧ್ವಪಾರ್ಶ್ವಗಳುಳ್ಳ ಅಥವಾ ಎತ್ತರವಾಗಿ ಬರಗಿದ ಪಾರ್ಶ್ವಗಳುಳ್ಳ ಆಕಾರಗಳಾಗಿ ಕೂಡದು. ಇನ್ನೊಂದಾವರ್ತಿ ಯೋಚಿಸಿದರೆ, ಸಮಾನವಾದ ಗೋಳಾಕಾರದ ಗುಂಡುಗಳ ಬದಲಾಗಿ ಒಟ್ಟು ಹಾಕತಕ್ಕಂಥ ಮುದ್ದೆಗಳು ಸ್ವಲ್ಪವಾಗಿಯೂ ಅಡ್ಡಾತಿಡ್ಡಿಯಾಗಿಯೂ ಉರುಟು ಗೊಳಿಸಿದವು ಮತ್ತು ವಿವಿಧ ಗಾತ್ರವುಳ್ಳವುಗಳು ಆದರೆ, ನಿರ್ದಿಷ್ಟವಾದ ಸ್ಥಿರಾಕಾರವ್ಯಾವದೂ ಸಾಧ್ಯವಲ್ಲ. ಇವುಗಳಿಂದ ಕೆಲಸಗಾರನು ರೂಪಹೀನವಾದ ಒಂದು ರಾಶಿಯನ್ನು ಮಾತ್ರ ಮಾಡಬಲ್ಲನು. ಈ ಕೆಲವು ವಾಸ್ತವಿಕ ವಿಷಯಗಳನ್ನು ಒಟ್ಟು ಹಾಕಿ ಅವುಗಳಲ್ಲಿ ಅಡಗಿರುವ ಅತಿ ಸಾಮಾನ್ಯವಾದ ತತ್ವವು ಯಾವದೆಂದು ಕೇಳಲು, ಇದೇ ಯೆಂದು ನಮಗೆ ಕಾಣಬರುತ್ತದೆ - ಯಾವದಂದರೆ, ಒಂದು ಸಮುದಾಯದ ಗುಣವು ಅದರ ಅಂಗಗಳ ಗುಣಗಳಿಂದ ನಿರ್ಣೀತವಾಗುತ್ತದೆಂಬದು. ನರಪ್ರಾಣಿಗಳು ಒಗ್ಗಟ್ಟಿಲ್ಲದ ಒಂದು ಗುಂಪಾಗಿ ಜೀವಿಸುತ್ತಾರೋ, ಅಥವಾ ಒಂದು ಭಾಗವು ಇನ್ನೊಂದರವೇಲೆ ಪರಸ್ಪರವಾಗಿ ಅವಲಂಬಿಸಿರುವ ಸಂಘವಾಗಿ ಜೀವಿಸುತ್ತಾರೋ ಎಂಬದು ಒಬ್ಬೊಬ್ಬರ ಲಕ್ಷಣಗಳಿಂದಲೇ ನಿಸ್ಸಂದೇಹವಾಗಿ ನಿರ್ಣೀತವಾಗುತ್ತದೆ. ಒಬ್ಬೊಬ್ಬರ ಗುಣಗಳೂ ಅಭ್ಯಾಸಗಳೂ ನಮಗೆ ಕಾಣುವಂತೆ ಇರಲು, ಅವರುಶೇರಿ ಆಗುವ ಸಮಾಜವು ಕೆಲವು ಲಕ್ಷಣಗಳನ್ನು ಅನಿವಾರ್ಯವಾಗಿ ತೋರಿಸುವುದು; ಮತ್ತು ಅಂಥ ಲಕ್ಷಣಗಳಿರುವ ಸಮಾಜವು ಬೇರೆ ಗುಣಗಳೂ ಅಭ್ಯಾಸಗಳೂ ಇರುವ ಮನುಷ್ಯರಿಂದ ಏರ್ಪಡಲಾಗದು.

TUESDAY, 16TH JANUARY, 4-5 TO 5-5 P.M.

MALAYALAM: TRANSLATION INTO ENGLISH.

Translate into English:

നല്ലവണ്ണം ചുട്ടതും ഉറപ്പുള്ളതും നല്ല ഭാഗയില്ലുള്ളതുമായ ഇഷ്ടികകൾ തന്റെ അടുക്കൽ ക്രമവൽ ക്രട്ടി ഉണ്ടായിരുന്നാൽ

അതുകളെക്കൊണ്ട് കല്ലണിക്കാരൻ കമ്മായം കൂടാതെ കണ്ടു കൂടിയും സാമാന്യം ഉറപ്പിൽ കുറെ ഉയരമുള്ള ഒരു ചുമര് കെട്ടി ഉണ്ടാക്കുന്നു. ഇഷ്ടുക നല്ല സാമാനംകൊണ്ടല്ലാതെയും നല്ലവണ്ണം ചുടപ്പെട്ടിട്ടില്ലാത്തതും ഭാഷക്കുറവായും വക്രിച്ചും വിണ്ടതും അധികം എണ്ണം ഉടഞ്ഞതും ആയിരുന്നതുമായാൽ അത്രയും ഉയരത്തിലും ഉറപ്പിലും ഉള്ള ഒരു ചുമര കമ്മായം കൂടാതെ അവനാൽ പണിയുവാൻ കഴികയില്ലാ. വീരങ്കി ഉണ്ട കൂട്ടി ശേഖരിക്കുന്ന കൂലിക്കാരൻ ഇഷ്ടുകനിക്കുംപോലേ ഠരം ഗോളാകാരത്തിലുള്ള. കട്ടകളെ അല്പമെങ്കിലും നിൎത്തുവാൻ അശേഷം അശക്തനാകുന്നു. അവകളെ ചില പ്രത്യേക ആകൃതിയിൽ കൂട്ടി ശേഖരിക്കാവുന്നതു തന്നെയാണ്: അത എങ്ങിനെ എന്നാൽ, ചതുരശ്ര അടിസ്ഥാനത്തോടു കൂടിയ ഗോപുര (പിറമിഡ്)ാകാരമായൊ ഗോപുരാകാരത്തിന്നടുത്ത സമകോണ ദീൎഘ ചതുഷ്കോണ അടിസ്ഥാനത്തോടു കൂടിയ ആകാരമായ ആപ്പപോലെയൊ മററോ ആവാം. ഇതിൽ ഏതു വിധം സ്വരൂപം ആയാലും അവയെ സപ്രമാണമായും ഉറപ്പായും നിൎത്തുവാൻ കഴിയും. എന്നാൽ കത്തനയൊ അധികം ചെരിഞ്ഞ ഭാഗങ്ങളോടുകൂടിയ ആകൃതിയൊ ആയാൽ പാടില്ലാ. ഒരിക്കൽ കൂടിനോക്കുക, കൂട്ടി ശേഖരിക്കാനുള്ള സാധനങ്ങൾ സമമായും ഗോളാകാരമായും ഉള്ള കട്ടകൾക്കു പകരം അപൂൎണ്ണമായും ക്രമം കൂടാതെയും ഉരുട്ടിയ പല വലിപ്പത്തിൽ ഉള്ള കല്ലുകൾ ആയിരുന്നാൽ യാതൊരു ഖണ്ഡിതമായും ഉറപ്പായുംഉള്ള സ്വരൂപവും ഉണ്ടാക്കുന്നത അസാദ്ധ്യമാകുന്നു. ഇവകളെക്കൊണ്ട് ഒരു സ്വരൂപം കൂടാതെ കൂമ്പൽമാത്രമെ ഉണ്ടാക്കുവാൻ പണിക്കാരന്നു കഴികയുള്ളു. ഠരം പലെ വിഷയങ്ങളും കൂട്ടിനൊക്കി അവ എന്തു പൊതുവായ തത്വത്തെ സൂചിപ്പിക്കുന്നു എന്നു ചോദിച്ചാൽ, സമുദായത്തിൻെറ സ്വഭാവം അതിൻെറ ഓരോ അംഗങ്ങളുടെ സ്വഭാവം കൊണ്ടു നിൎണ്ണയിക്കേണ്ടതാണെന്ന നമുക്കു കാണാം. മനുഷ്യർ അവിടവിടെ കൂട്ടമായി വസിക്കുന്നതാകട്ടെ ഒന്നായിട്ടു അംഗങ്ങൾ പരസ്പര സംബന്ധത്തോടു കൂടിയ സമൂഹമായി വസിക്കുന്ന

താകട്ടെ സംശയം ക്കൂടാതെ ഓരൊ അംഗങ്ങളുടെ ലക്ഷണങ്ങളാൽ നിർണ്ണിതമാകുന്നു. നമ്മുടെ അനുഭവത്തിൽ ഓരൊ ആളുകളുടെ ഗുണങ്ങൾക്കും ആചാരങ്ങൾക്കും ഒത്തവണ്ണം അവർ ചേൎന്നുണ്ടാകുന്ന സമുദായം ഖണ്ഡിതമായ ചിലഗുണദോഷങ്ങളെ നിശ്ചയമായും പ്രദൎശിപ്പിക്കാതെ നിവൃത്തിയില്ല; ആ ഗുണദോഷങ്ങളുള്ള ഒരു സമുദായം ഇതരഗുണങ്ങളും ആചാരങ്ങളും ഉള്ള ആളുകൾ ക്കൂട്ടുന്നതിനാൽ ഉണ്ടാക്കുവാൻ പാടില്ലാ ത്തതു മാകുന്നു.

TUESDAY, 16TH JANUARY, 4-5 TO 5-5 P.M.

FRENCH: TRANSLATION INTO ENGLISH.

Translate into English:

Qu'un maçon ait à sa portée des tas de briques bien cuites, dures, de forme régulière, il pourra, même sans ciment, élever une muraille d'une certaine hauteur et passablement solide. Avec des briques faites de mauvaise terre, mal cuites, déformées, crevassées, souvent mises en morceaux, il ne pourra, à moins d'employer le ciment, bâtir un mur ayant la même élévation et la même solidité. Un ouvrier empilant des boulets ne réussira jamais à faire tenir ces masses sphériques comme on fait tenir des briques. On peut, il est vrai, les empiler de manière à produire certaines figures déterminées, comme la figure d'une pyramide ayant une base carrée, ou bien celle d'un coin avec une base oblongue: forme qui s'écarte peu de celle de la pyramide. Les boulets peuvent être arrangés selon l'une ou l'autre de ces deux formes, avec symétrie et solidité, mais jamais de manière à produire une figure à côtés verticaux ou fortement inclinés. Encore une supposition · si, au lieu de boulets sphériques d'un même volume, les matériaux à empiler étaient de grosses pierres de volumes différents, en partie arrondies, mais non d'une manière uniforme, on ne saurait produire une figure à la fois régulière et solide. Avec de tels matériaux un ouvrier ne peut faire qu'un assemblage informe. Si maintenant nous considérons ces faits dans leur ensemble, nous demandant quelle est, sous sa forme la plus générale, la vérité qu'ils renferment, nous arrivons à ce principe: Les propriétés d'un tout sont déterminées par les propriétés, de ses parties. Que des êtres humains vivent indépendants les uns des autres, ou qu'ils forment une société dont les membres soient liés entre eux par une dépendance mutuelle; dans les deux cas la raison en est très certainement dans les qualités des individus. Les qualités, les habitudes des individus étant données, nous pouvons affirmer que la communauté qu'ils composent présente infailliblement certains caractères; et qu'une communauté qui offre de tels caractères ne saurait être composée d'individus ayant des qualités et des habitudes d'un genre différent.

SECOND LANGUAGE DIVISION.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. 1. How far is Rama's forsaking his wife justifiable? Quote passages in support of your statements.

2. What is the age of Rama as can be ascertained from the chronological data found in the Uttararāmacharita?

II. Paraphrase the following:

1. नन्वेषत्वरितसुमन्त्रनुद्यमान-
व्यावल्गत्प्रजवनवाजिना रथेन
उद्घातप्रचलितकोविदारकेतुः
श्रुत्वा वः प्रधनमुपैति चन्द्रकेतुः ॥

2. कुवलयदलस्निग्धश्यामः शिखण्डकमण्डनः
वटुपरिषदं पुण्यश्रीकः श्रियेव समाजयन् ।
पुनरिव शिशुर्भूतो वत्सः स मे रघुनन्दनः
झटिति कुरुते दृष्टः कोऽयं दृशोरमृताञ्जनम् ॥

3. वीर विद्धि मां नारायणोरःस्थालीलीलाविहारहरिणीं पृथुभरतभगीरथादिराजवंशपताकां, सुभटभुजजयस्तम्भविलासशालभञ्जिकां सितनृपच्छत्रषण्डशिखण्डिनीम् अतिनिशितशस्त्रधारावनभ्रमणविभ्रमहंसीं असिधाराजलकमलिनीं श्रियं । अपहृतास्मितवामुना शौर्यरसेन । याचस्व ददामिते वरमभिलषितम् ॥

III. 1. Explain the following:

(a) जगन्मङ्गलमात्मानं कथं त्वमवमन्यसे ।
आवयोरपि यत्सङ्गात्पवित्रत्वं प्रकृष्यते ॥

(b) विश्वम्भरापि नाम व्यथत इति जितमपत्यस्नेहेन यद्वासर्वसाधारणो ह्येष मोहग्रन्थिरन्तश्चरश्चेतनावतामनुपच्छवः संसारतन्तुः ॥

(c) दृष्टिस्तृणीकृतजगत्त्रयसत्त्वसारा
धीरोद्धता नमयतीव गतिर्धरित्रीम् ।
कौमारकेऽपि गिरिवद्गुरुतां दधानः
वीरो रसः किमयमैत्युत दर्प एव ॥

(d) अङ्गादङ्गाच्च्युत इव निजो देहजः स्नेहसारः
प्रादुर्भूय स्थित इव बहिश्चेतनाधातुरेव ॥

(e) भद्राह्येषां वाचिलक्ष्मीर्निषक्ता
नैते वाचं विप्लुतां व्याहरन्ति ॥

(f) निजवर्षाहितस्नेहा बहुभक्तजनान्विताः
सुकाला इव जायन्ते प्रजापुण्येन भूभुजः ॥

(g) राहुं तीक्ष्णकरग्रहणेषु लोहिताङ्गं वक्रचारेषु अलातचक्रं मण्डलभ्रान्तिविज्ञानेषु मनोरथसंपादकं चिन्तामणिपर्वतं विक्रमस्य ॥

2. From what sources are the ideas expressed by the underlined passages in the above derived?

IV. 1. Give the primary and secondary meanings of the following:

(a) पारायणम्. (e) धन्य.
(b) वचनीय. (f) दुर्दिनम्.
(c) वाच्य. (g) मांसल.
(d) तटस्थित. (h) असुरः.

2. Explain the meanings of the following

सैनिक, कर्णपाश, बिभीषिका, परोरजस्, तारामैत्रकम्, सुगृहीतनामा.

3. With what meanings are the following dramatic terms used? शान्तम्, अब्रह्मण्यम्, आयुष्मन्, आर्यपुत्रः.

Mention a scene from the Uttararāmacharita which illustrates the meaning of the word आर्यपुत्रः.

4. Give the meaning and gender of the following: ब्रह्मन्, मित्र, दार, काण्ड.

5. What are वैराजा लोकाः, देवी वाक्, आसुरी वाक्?

Quote passages which define the latter two.

V. Write notes on the meanings of the underlined words in the following:

अयिकठिनहृदये एतदपिवक्तव्यमेव ॥

महाराजननुपृच्छामि अपिकुशलं कुमारलक्ष्मणस्य ॥

आर्यगृष्टे अपिकुशलमस्याः प्रजापलस्यमातुः ॥

सीता । भअवं पणमामि ॥ वाल्मीकिः । ईदृश्येव चिरंभूयाः ॥

योऽयं बद्धोयुधिपरिकर स्तेनवोधिग्धिगस्मान् ॥

VI. Give the slesha of the following words and the contrast founded upon them

पार्थिवविग्रहः, प्रसाधनधीः, चतुरङ्गकल्पना, अधिकरणविचारः, द्विजगुरुद्वेषः, अर्थवादशून्य.

Make a contrast out of the word हिरण्यकशिपु, between हर्ष and विष्णु, and out of नक्षत्र, between हर्ष and चन्द्र.

N B.—You may add any other word or words to the words above given.

VII. 1. Mention the adjectives derived from the following:

अश्वमेधः, अनुयात्रा, संग्राम, शतक्रतु, मघवन्, अग्नि+मरुत्, मृषा+वद्, ऋषि.

2 Give the third person singular indicative of verbs derived from the nouns उन्मनस्, ओजस्, दृढ, रोमाञ्च, and the third person singular aorist of the causal of धृ, मुह्, भ्राज्, जीव्, and of the desiderative of लभ्, पत्, आप् and गृह्.

3. Distinguish between आह्वयति, आह्वयते; उपतिष्ठति, उपतिष्ठते; सुगन्धि, सुगन्ध; यौवनम्, यौवतम्.

VIII. इदं कविभ्यः पूर्वेभ्यः नमोवांक प्रशास्महे ॥

यस्यायमभितः पुष्पैः प्रवृष्ट इव केसरः ॥

इतिहस्मतांनिन्दन्ति अथेतरामभिष्टुवन्ति ॥

साक्षात्कृतधर्माण ऋषयः ॥

1 Explain any peculiarity or error you see in the underlined words in the above.

2. Illustrate the use of यावत् and वरम् ॥

IX. संज्ञप्यतेवत्सतरी सर्पिष्यन्नंच पच्यते ॥

श्रोत्रियः श्रोत्रियगृहानागतोऽसि जुषस्वनः ॥

What is the custom referred to here, and what is said about it in the Uttararāmacharitra?

X. 1. Give the Sanskrit छाया of the following:

सुमरामि दे विआहलच्छीपरिग्गहेक्कमण्डणं पप्फुरंतसुद्धविहासिदं मुद्धमुहपुण्डरीअम् । आप्पुरन्तचन्दचन्दिआसुंदरेहिं अङ्गेहिं पुणोवि मे जादे उज्जोएहि उच्छङ्गम् । स-

व्वदा महाराओ भणादि एसा रघुउलमहतराणं बहू अह्माणं उण दुहिदिआ एव्व.

2. Give the Sanskrit equivalents of the following, and state the most important changes which have taken place in the Prakrit words.

कहेहि, परित्ताहि, ओदरावेदि, सुणीयन्ति, णिरुविज्जमाण.

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

SANSKRIT : TRANSLATION.

I. Translate into Sanskrit :

From the lotus which rose from the navel of Vishnu, was born the Creator, whose origin is the supreme Brahman, who is self-existent, who fully knows the meaning of the sacred texts, and who has performed the creation of the whole world. From him was born at the sacrifice a son of the mind alone, Aṅgiras, who fully discharged debts, who was more brilliant than fire, who, being sinless, put an end to sin, who being the chief of the sages, obtained a place among the Seven Sages, and who was the best axe for cutting the tree of ignorance. From him came Bṛihaspati, who was an ocean of speeches and a master of politics, whom the elder brother of Tridhâman made his preceptor. From him was born the fortunate and modest Saṁyu, who destroyed sin and who resembled the sun in brilliancy; when fire had disappeared, he became the fire of the gods and performed the action of fire through his own power. His son was a sage called Bharadvâja, who became the founder of the race of the glorious Pallavas by the power of his virtues, and who mastered the three Vêdas which resemble mountains, by his austerities. From him came Drôṇa, the preceptor of the Kurus, whose victorious banner was an altar painted on the skin of a black buck, and who had completely mastered the four branches of the science of archery, which resemble the oceans. From him came the sage Aśvatthâman, who was an incarnation of the enemy of Cupid, who deserved the confidence of the inhabitants of the world, and at the rising of whose anger, Kṛishṇa, Arjuna and Bhîma became terrified and threw down their arms without any opposition.

II. Translate into English :

1. साधनभूमाववनिपतिः कुमुदधूलिधवलेन भस्मना लिखितस्य महतो मण्डलस्य मध्ये स्थितं दीप्ततरतेजःप्रसरं पृथु परिवेषपरिक्षिप्तमिव शरत्सवितारं मथ्यमानक्षीरोदावर्तवर्तिन

मिव मन्दरं रक्तचन्दनानुलेपिनो रक्तस्रगम्बराभरणस्योत्तान-शयस्य शवस्योरस्युपविश्य जातजातवेदसि मुखकुहरे प्रारब्धाग्निकार्यं कृष्णोष्णीषं कृष्णाङ्गरागं कृष्णप्रतिसरं कृष्णवाससं कृष्णतिलाहुतिनिर्भिन्न विद्याधरत्वतृष्णया मानुषनिर्माणकारणकालुष्यपरमाणूनिव क्षयमुपनयन्तमाहुतिदानपर्यस्ताभिः प्रेतमुखस्पर्शदूषितं प्रक्षालयन्तमिवाशुशुक्षाणि करनखदीधितिभिर्धूमालोहितेन चक्षुषा क्षतजाहुतिमिव हुतभुजि पातयन्तमीषद्विवृताधरपुटप्रकटितसितदशनशिखरेण दृश्यमानमूर्तमन्त्राक्षरपङ्क्तिनेव मुखेन किमपि जपन्तं होमश्रमस्वेदसलिलप्रतिबिम्बिताभिरासन्नदीपिकाभिर्दहन्तमिव सिद्धये सर्वावयवानंसावलम्बिना बहुगुणेन विद्याराजेनेव ब्रह्मसूत्रेण परिगृहीतं भैरवाचार्यमपश्यत् ॥

2 ओसरिदुं इच्छामि । एसो उण चिरसब्भावसोम्मसीअलेण अज्जउत्तप्फंसेण दीहदारुणं वि संदावं हरन्तेण वज्जलेवोवणिवद्धो विअ सिज्जन्तणीसहविवल्हत्थो वेवादि अवसो विअ मे हत्थो ॥

3 णाह को दाणीं एसो ससंभमुक्खित्तकरब्भमिदपट्टअञ्चलो दूरादो एव्व महुरवअणपडिसिद्धजुज्झवावारो एदाणं कुमाराणं मज्झे विमाणवरं ओदरावेदि ॥

4 इह समदशकुन्ताक्रान्तवानीरवीरु-
त्प्रसवसुरभिशीतस्वच्छतोया वहन्ति ।
फलभरपरिणामश्यामजम्बूनिकुञ्च-
स्खलनमुखरभूरिस्रोतसो निर्झरिण्यः ॥

दधति कुहरभाजामत्र भल्लूकयूना-
मनुरसितगुरूणि स्त्यानमम्बूकृतानि ।
शिशिरकटुकषायः स्त्याययते शल्लकीना-
मिभदलितविकीर्णग्रन्थिनिष्यन्दगन्धः ॥

5. येषां मनांसि करुणारसरञ्जितानि
येषां वचांसि परदोषविवर्जितानि ।
येषां धनानि सकलार्थिजनाश्रितानि
तेषां कृते वहति कूर्मपतिर्धरित्रीम् ॥

वैद्यो गुरुश्च मन्त्रीच यस्य राज्ञः प्रियंवदाः ।
शरीरधर्मकोशेभ्यः क्षिप्रं स परिहीयते ॥

स्वल्पं स्नायुवसावशेषमलिनं निर्मांसमप्यस्थि गोः
श्वा लब्ध्वा परितोषमेति न च तत्तस्य क्षुधाशान्तये।
सिंहो जम्बुकमङ्कमागतमपि त्यक्त्वा निहन्ति द्विपं
सर्वः कृच्छ्रगतोऽपि वाञ्छति जनः सत्त्वानुरूपं फलम्॥

III. 1. State briefly the subject-matter of (*a*) the Mahâbhârata; (*b*) the Râmâyana; (*c*) the Raghuvamśa

2. Enumerate the works ascribed to Dandi, Harsha, Jayadeva.

3. Give the names of those poets who preceded Kâlidâsa.

4. State the approximate time of Patañjali, Yâska and Amarasimha, and give reasons for your answer.

5. Give the names of any three grammarians other than Pâṇini.

6. Who wrote the following works?

Kāvyaprakāśa, Kāvyālaṁkara, Anargharāghava, Nalōdaya, Jānakīparinaya and Bhattikavya.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

GREEK: TEXT-BOOKS AND GRAMMAR.

I. 1 State and illustrate the various methods of avoiding *hiatus* in Greek.

2 Give not less than five general rules for the accentuation of Greek words.

3. Mention the general rules for the formation of the comparative and superlative degrees of adjectives.

II. 1. Conjugate in full the Present Subjunctive Active of δουλόω, the Present Optative Middle of τιμάω, and the First or Weak Aorist Indicative Middle of σβέννυμι.

2. Give the Paradigms of

Second or Strong Aorist Active of δίδωμι,
First or Weak Aorist Passive of λαμβάνω,
Perfect Passive of πλήσσω,
First or Weak Aorist Middle of φθάνω.

3. Write down the Principal Tenses of the following verbs ἄγω, ἵημι, λαγχάνω, ὀφλισκάνω, τίθημι.

III Distinguish

1. between the Verbal Stem and the Present Stem of a Greek Verb.

2. between ὁ μὴ ποιήσας, ὁ οὐ ποιήσας, μετὰ τούτων, μετὰ ταῦτα; παρὰ τῆς πόλεως, παρὰ τῇ πόλει, παρὰ τὴν πόλιν; φαίνεται λαβεῖν, φαίνεται λαβών.

IV. Give

1. some instances of Greek verbs in which the meaning fluctuates between transitive and intransitive

2 a list of First or Weak Aorists ending in—κα.

V Explain and illustrate the usage of πρὶν, πρὶν ἄν, and ὥστε.

VI. 1. Parse the following words, giving the Attic forms corresponding to the underlined Ionic words: ἴδμεν, ἑσπόμεθα, <u>εἰρύαται, μεθέμεν, ἄμμι, ἐπικρήηνον</u>, δεδιότες, τέταται, κάππεσον, συμφράσσατο.

2. Explain the following Homeric epithets, and name the persons to whom they are severally applied βοῶπις, γλαυκῶπις, νεφεληγερέτα, μερόπων, ἀργυρόπεζα, ἑκηβόλου, πολύμητις.

3 Give the meaning and derivation of the following words τραγῳδίας, λογοδαίδαλον, ψοφοδεᾶ, μεσημβρία, δημωφελεῖς, ἀμφισβητησίμων.

VII. Translate into Greek

1. He happened to be present himself with four others

2 He endured this for my sake, in the days of Alexander, while his father was still living.

3. He denied having seen him enter the house.

4 I said that I would release him on condition of his leaving the country

VIII Translate and write grammatical notes on the construction of the underlined word.

1. Μή μ' ἐρέθιζε· σαώτερος ὥς κε νέηαι.
2. Εἰ δέ κε μὴ δώωσιν, ἐγὼ δέ κεν αὐτὸς ἕλωμαι.
3 Εἶμ' αὐτὴ πρὸς Ὄλυμπον ἀγάννιφον, αἴ κε πίθηται.
4. Τῆς ἐλπίδος γὰρ ἔρχομαι πεφαργμένος
τὸ μὴ παθεῖν ἂν ἄλλο πλὴν τὸ μόρσιμον.
5 Καί σ' οὔτ' ἀθανάτων φύξιμος οὐδεὶς
οὔθ' ἁμερίων ἐπ' ἀνθρώπων.
6. βούλει οὖν ἐγώ τιν' εἴπω λόγον, ὃν τῶν περὶ ταῦτά τινων ἀκήκοα;

IX. Translate and comment on the use of the underlined cases:

1. Μειδήσασα δὲ παιδὸς ἐδέξατο χειρὶ κύπελλον.
2. Καὶ τίς βίος μοι σοῦ λελειμμένῃ φίλος;
3. Μητρὸς δ' ἐν Ἅιδου καὶ πατρὸς κεκευθότοιν.
4. Αὐτὸς πρὸς αὐτοῦ, πατρὶ μηνίσας φόνου.

X. 1. Translate and explain:

(a) πᾶσαι, ὅσαι μεγάλαι τῶν τέχνων, προσδέονται ἀδολεσχίας καὶ μετεωρολογίας φύσεως πέρι.

(b) δύο τινέ ἐστον ἰδέα ἄρχοντε . . . . . ἡ μὲν ἔμφυτος οὖσα ἐπιθυμία ἡδονῶν, ἄλλη δὲ ἐπίκτητος δόξα, ἐφιεμένη τοῦ ἀρίστου.

2. Explain the following phrases, supplying the simple prose equivalents for the personal names: Ἔρως ἀνίκατε μάχαν —Ἀχέροντι νυμφεύσω—ἐκ δὲ θυμάτων Ἥφαιστος οὐκ ἔλαμπεν —ἀγχίπτολις Ἄρης—φρενῶν Ἐρινύς.

XI. 1. Give a brief history of the Homeric Question, and state your own belief as to the authorship of the Homeric poems.

Or,

2 Narrate briefly the famous Myth of the Phædrus and state its bearing on the Platonic doctrine of Ideas.

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

GREEK: TRANSLATION.

I Translate into English

1. Ὣς ἄρα φωνήσασ' ἀπεβήσατο· τὸν δ' ἔλιπ' αὐτοῦ
Χωόμενον κατὰ θυμὸν, ἐυζώνοιο γυναικὸς,
Τήν ῥα βίῃ ἀέκοντος ἀπηύρων· αὐτὰρ Ὀδυσσεὺς
Ἐς Χρύσην ἵκανεν, ἄγων ἱερὴν ἑκατόμβην.

Οἱ δ' ὅτε δὴ λιμένος πολυβενθέος ἐντὸς ἵκοντο,
Ἱστία μὲν στείλαντο, θέσαν δ' ἐν νηὶ μελαίνῃ·
Ἱστὸν δ' ἱστοδόκῃ πέλασαν, προτόνοισιν ὑφέντες
Καρπαλίμως τὴν δ' εἰς ὅρμον πρόερυσσαν ἐρετμοῖς·
Ἐκ δ' εὐνὰς ἔβαλον, κατὰ δὲ πρυμνήσι' ἔδησαν
Ἐκ δὲ καὶ αὐτοὶ βαῖνον ἐπὶ ῥηγμῖνι θαλάσσης·
Ἐκ δ' ἑκατόμβην βῆσαν ἑκηβόλῳ Ἀπόλλωνι.

2 Φεῦγε μάλ', εἴ τοι θυμὸς ἐπέσσυται· οὐδέ σ' ἔγωγε
Λίσσομαι εἵνεκ' ἐμεῖο μένειν πάρ' ἔμοιγε καὶ ἄλλοι,
Οἵ κέ με τιμήσουσι μάλιστα δὲ μητιετα Ζεύς.
Ἔχθιστος δέ μοι ἐσσὶ διοτρεφέων βασιλήων·
Αἰεὶ γάρ τοι ἔρις τε φίλη, πόλεμοί τε, μάχαι τε.
Εἰ μάλα καρτερός ἐσσι, θεός που σοὶ τόγ' ἔδωκεν.
Οἴκαδ' ἰὼν, σὺν νηυσί τε σῇς καὶ σοῖς ἑτάροισι,
Μυρμιδόνεσσιν ἄνασσε· σέθεν δ' ἐγὼ οὐκ ἀλεγίζω,
Οὐδ' ὄθομαι κοτέοντος ἀπειλήσω δέ τοι ὧδε.
Ὡς ἔμ' ἀφαιρεῖται Χρυσηΐδα Φοῖβος Ἀπόλλων,
Τὴν μὲν ἐγὼ, σὺν νηί τ' ἐμῇ καὶ ἐμοῖς ἑτάροισι,
Πέμψω· ἐγὼ δέ κ' ἄγω Βρισηΐδα καλλιπάρῃον,
Αὐτὸς ἰὼν κλισίηνδε, τὸ σὸν γέρας.

3 ΚΡ. σὲ δή, σὲ τὴν νεύουσαν ἐς πέδον κάρα,
φῇς, ἢ καταρνεῖ μὴ δεδρακέναι τάδε,

ΑΝ. καὶ φημὶ δρᾶσαι κοὐκ ἀπαρνοῦμαι τὸ μή.

ΚΡ. σὺ μὲν κομίζοις ἂν σεαυτὸν, ᾗ θέλεις,
ἔξω βαρείας αἰτίας ἐλεύθερον·
σὺ δ' εἰπέ μοι μὴ μῆκος, ἀλλὰ συντόμως,
ᾔδης τὰ κηρυχθέντα μὴ πράσσειν τάδε,

ΑΝ. ᾔδη τί δ' οὐκ ἔμελλον, ἐμφανῆ γὰρ ἦν.

ΚΡ. καὶ δῆτ' ἐτόλμας τούσδ' ὑπερβαίνειν νόμους,

ΑΝ. οὐ γάρ τί μοι Ζεὺς ἦν ὁ κηρύξας τάδε
οὐδ' ἡ ξύνοικος τῶν κάτω θεῶν Δίκη,
οἳ τούσδ' ἐν ἀνθρώποισιν ὥρισαν νόμους.
οὐδὲ σθένειν τοσοῦτον ᾠόμην τὰ σὰ
κηρύγμαθ', ὥστ' ἄγραπτα κἀσφαλῆ θεῶν
νόμιμα δύνασθαι θνητὸν ὄνθ' ὑπερδραμεῖν.
οὐ γάρ τι νῦν γε κἀχθές, ἀλλ' ἀεί ποτε
ζῇ ταῦτα, κοὐδεὶς οἶδεν ἐξ ὅτου 'φάνη
τούτων ἐγὼ οὐκ ἔμελλον, ἀνδρὸς οὐδενὸς
φρόνημα δείσασ', ἐν θεοῖσι τὴν δίκην
δώσειν· θανουμένη γὰρ ἐξῇδη, τί δ' οὔ;

κεὶ μὴ σὺ προὐκήρυξας. εἰ δὲ τοῦ χρόνου
πρόσθεν θανοῦμαι, κέρδος αὔτ' ἐγὼ λέγω.

4 ΧΟ. Ἔτλα καὶ Δανάας οὐράνιον φῶς
ἀλλάξαι δέμας ἐν χαλκοδέτοις
αὐλαῖς· κρυπτομένα δ' ἐν
τυμβήρει θαλάμῳ κατεζεύχθη·
καίτοι καὶ γενεᾷ τίμιος, ὦ παῖ, παῖ,
καὶ Ζηνὸς ταμιεύεσκε γονὰς χρυσορύτους,
ἀλλ' ἁ μοιριδία τις δύνασις δεινά·
οὔτ' ἄν νιν ὄμβρος, οὔτ' Ἄρης,
οὐ πύργος, οὐχ ἁλίκτυποι
κελαιναὶ ναῦες ἐκφύγοιεν.
ζεύχθη δ' ὀξυχόλος παῖς ὁ Δρύαντος,
Ἠδωνῶν βασιλεὺς, κερτομίοις
ὀργαῖς, ἐκ Διονύσου
πετρώδει κατάφρακτος ἐν δεσμῷ.

5 Καθάπερ ἐν ἀρχῇ τοῦδε τοῦ μύθου τριχῇ διειλόμην ψυχὴν ἑκάστην, ἱππομόρφω μὲν δύο τινὲ εἴδη, ἡνιοχικὸν δὲ εἶδος τρίτον, καὶ νῦν ἔτι ἡμῖν ταῦτα μενέτω. τῶν δὲ δὴ ἵππων ὁ μέν, φαμέν, ἀγαθός, ὁ δ' οὔ· ἀρετὴ δὲ τίς τοῦ ἀγαθοῦ ἢ κακοῦ κακία, οὐ διείπομεν, νῦν δὲ λεκτέον. ὃ μὲν τοίνυν αὐτοῖν ἐν τῇ καλλίονι στάσει ὢν τό τε εἶδος ὀρθὸς καὶ διηρθρωμένος, ὑψαύχην, ἐπίγρυπος, λευκὸς ἰδεῖν, μελανόμματος, τιμῆς ἐραστὴς μετὰ σωφροσύνης τε καὶ αἰδοῦς, καὶ ἀληθινῆς δόξης ἑταῖρος, ἄπληκτος, κελεύματι μόνον καὶ λόγῳ ἡνιοχεῖται· ὁ δ' αὖ σκολιός, πολύς, εἰκῇ συμπεφορημένος, κρατεραύχην, βραχυτράχηλος, σιμοπρόσωπος, μελάγχρως, γλαυκόμματος, ὕφαιμος, ὕβρεως καὶ ἀλαζονείας ἑταῖρος, περὶ ὦτα λάσιος, κωφός, μάστιγι μετὰ κέντρων μόγις ὑπείκων.

6 λέγεται δ' ὥς ποτ' ἦσαν οὗτοι (τέττιγες) ἄνθρωποι τῶν πρὶν Μούσας γεγονέναι, γενομένων δὲ Μουσῶν καὶ φανείσης ᾠδῆς, οὕτως ἄρα τινὲς τῶν τότε ἐξεπλάγησαν ὑφ' ἡδονῆς, ὥστε ᾄδοντες ἠμέλησαν σίτων τε καὶ ποτῶν, καὶ ἔλαθον τελευτήσαντες αὐτούς· ἐξ ὧν τὸ τεττίγων γένος μετ' ἐκεῖνο φύεται, γέρας τοῦτο παρὰ Μουσῶν λαβόν, μηδὲν τροφῆς δεῖσθαι γενόμενον, ἀλλ' ἄσιτόν τε καὶ ἄποτον εὐθὺς ᾄδειν, ἕως ἂν τελευτήσῃ, καὶ μετὰ ταῦτα ἐλθὸν παρὰ Μούσας ἀπαγγέλλειν, τίς τίνα αὐτῶν τιμᾷ τῶν ἐνθάδε. Τερψιχόρᾳ μὲν οὖν τοὺς ἐν τοῖς χοροῖς τετιμηκότας αὐτὴν ἀπαγγέλλοντες ποιοῦσι προσφιλεστέρους, τῇ δὲ Ἐρατοῖ τοὺς ἐν τοῖς ἐρωτικοῖς, καὶ ταῖς ἄλλαις οὕτω, κατὰ τὸ εἶδος ἑκάστης τιμῆς,

7 (*Not from Text-Books.*)

Γιγνομένων δὲ τούτων, τέρατα καὶ σημεῖα ἐν Ρώμῃ πολλὰ καὶ φοβερὰ ἦν. Κύνες τε γὰρ ὠρύοντο ὁμαλῶς οἷα λύκοι· καὶ λύκοι τὴν ἀγορὰν διέθεον· βοῦς τε φωνὴν ἀφῆκεν ἀνθρώπου· καὶ βρέφος ἀρτίτοκον ἐφθέγξατο· καὶ τῶν ξοάνων τὰ μὲν ἵδρου, τὰ δὲ καὶ αἷμα ἵδρου· ἀνδρῶν τε μεγάλαι βοαὶ, καὶ κτυπος ὅπλων, καὶ δρόμος ἵππων, οὐχ ὁρωμένων, ἠκούετο· ἀμφί τε τὸν ἥλιον ἀηδῆ σημεῖα πολλὰ, καὶ λιθώδεις ἐγίγνοντο ὑετοὶ, καὶ κεραυνοὶ συνεχεῖς ἐς ἱερὰ καὶ ἀγάλματα ἔπιπτον. Ἐφ' οἷς ἡ μὲν βουλὴ θύτας καὶ μάντεις συνῆγεν ἀπὸ Τυῤῥηνίας. Καὶ ὁ πρεσβύτατος αὐτῶν, τὰς πάλαι βασιλείας ἐπανήξειν εἰπὼν, καὶ δουλεύσειν ἅπαντας χωρὶς ἑαυτοῦ μόνου, τὸ στόμα κατέσχε καὶ τὸ πνεῦμα, ἕως ἀπέθανεν.

II. Translate into Greek, with accents

When the power of Sylla came to be upon the decline, Cæsar's friends invited him to return to Rome But he went to Rhodes, to study under Apollonius, the son of Molo, who taught rhetoric with great reputation and was a man of irreproachable manners Cæsar is said to have had from nature happy talents for political discourses, and to have cultivated his natural abilities so diligently, that he undoubtedly held the second rank, and would have been the first, had he not preferred pre-eminence in arms Indeed, the eloquence he showed at Rome in defending persons impeached gained him considerable renown and his engaging manners and conversation won for him the favour of the people.

WEDNESDAY, 17TH JANUARY, 10 A M TO 1 P M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I 1 Give

(*a*) the adjectival form of famos, fungus, heri, sus,

(*b*) the diminutives of bractea, clam, homo, occasio.

(*c*) an example (i) from Plautus of the attraction of the antecedent into the case of the relative, (ii) from Tacitus of the participle used absolutely

2 Write down the stems of cor, anceps, arbiter, accipiter, and the roots of acies, dominus, gigno, lumen, fama, peiero.

II. 1 Remark on the italicised portions of the following words circumspice*dum*, *de*iuvare, *in*dipiscor, angin*ad*, perman*as*cere, *se*modio, *inter*mortui

2 Distinguish between coena, prandium, vetus, antiquus; beatus, faustus, felix; spondeo, despondeo, adfines, agnati, cognati; adoptio, cooptatio; cruor, sanguis

III. 1. What was the value of a *sertertius*, a *sestertium*, a *talentum?*

2. Explain (*a*) nudius sextus; (*b*) perendinus; (*c*) Nummum Philippeum ad tria millia; (*d*) centies quinquagies sestertium; (*e*) tertium ante Idus Octobres.

3. Derive Idus, Nonae, Calendae, Februarius, and give the Latin for (*a*) four legions, with 5,000 foot and 300 horse in each; (*b*) although appointed sole heir to all his uncle's property, he did not live to enjoy it.

IV. Give the Perfect Infinitive, Active and Passive, of the following verbs: ascisco, differo, sarcio, retexo, attero, sublino, adplico, excieo.

V. 1. What are the various ways of forming the Perfect Tense of a Latin Verb? Illustrate your answer by examples.

2. Analyse philologically the forms: supremus, alteri, ferebant, amamini

VI. Write short notes on the following italicised adjectives or adverbs: (1) Plautus uortit *barbare*. (2) *vocalis* sportula. (3) *rubras* maiorum leges. (4) *ventosa* cucurbita. (5) *locupletem* aquilam. (6) septima quaeque lux *ignava*.

VII. Explain (1) ego meo sum promus pectori. (2) quin tu quod periit periisse ducis? cape uorsoriam. (3) Apage te sis, amor; tuas res tibi habeto. (4) pomoerium urbis. (5) dolia nudi non ardent cynici. (6) Stentora vincere. (7) si non eget Anticyra. (8) aliquis de ponte.

VIII. Express in Latin:

1. I almost think it would be advisable to go straight to Athens, for, unless you do so, you will fail to see the man you ought to see.

2. But we, such is the spirit of the age, consider a man wise in proportion as he makes pleasure his first object.

3. (In the Oratio Obliqua) "Cease to waste time in this way and depart from Rome as soon as possible If you do not, I promise to accuse you of treachery, and you and thousands of spies like you shall be put to death."

IX. Translate and write grammatical notes on the case or mood of the italicised words:

1. Faxo haud tantillum dederis *verborum* mihi.
2. Scio ego et sentio ipse quid *agam* neque mens *officio* migrat
   Nec tuis depellar dictis quin rumori seruiam.
3. *Mille drachumarum* tarpessitae Olympico, quas de ratione dehibuisti, *reddistae*.
4. Postid, frumenti quom alibi messis maxuma'st,
   Tribus tantis illi minus redit quam opseueris.

X. 1. Write a short summary of the account given by Tacitus of the British leader Caractacus.

2. Give Juvenal's description of the man who is tormented by a "mens diri conscia facti."

Or,

By what illustrations does Cicero show that the prosperity of wicked men is, in reality, fully of misery?

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:

1. Sed si cuncta vides simili fora plena querela;
Si decies lectis diversa in parte tabellis,
Vana supervacui dicunt chirographa ligni,
Arguit ipsorum quos littera, gemmaque princeps
Sardonyches, loculis quæ custoditur eburnis;
Ten', O delicias! extra communia censes
Ponendum? quia tu gallinæ filius albæ,
Nos viles pulli nati infelicibus ovis?
Rem pateris modicam et mediocri bile ferendam,
Si flectas oculos maiora ad crimina.

2. Sed quo divitias hæc per tormenta coactas?
Cum furor haud dubius, cum sit manifesta phrenesis,
Ut locuples moriaris, egenti vivere fato?
Interea pleno cum turget sacculus ore,
Crescit amor nummi, quantum ipsa pecunia crescit;
Et minus hanc optat qui non habet. Ergo paratur
Altera villa tibi, cum rus non sufficit unum,
Et proferre libet fines, maiorque videtur
Et melior vicina seges; mercaris et hanc, et
Arbusta, et densa montem qui canet oliva.

3. *Philto.* Qui homo cum animo inde ab ineunte ætate depugnat suo,
Utrum is itane esse mavelit, ut eum animus æquom censeat,
An ita potius, ut parenteis eum esse et cognati velint:
Si animus hominem perpulit, actum'st, animo servibit, non sibi;
Sin ipse animum perpulit, dum vivit, victor victorum cluet.
Tu si animum vicisti, potius quam animus te, est quod gaudeas
Nimio satius est, ut opu'st, te ita esse, quam ut animo lubet.
Qui animum vincunt, quam quos animus, semper probiores cluent.
Lysiteles Istæc ego mihi semper habui ætati tegumentum meæ,
Ne penetrarem me usquam, ubi esset damni conciliabulum,
Neu noctu irem obambulatum, neu suom adimerem alteri;

Ne tibi ægritudinem, pater, parerem, parsi sedulo.

4 *Lysiteles.* Sta ilico, noli avorsari neque te obcultassis mihi

Lesbonicus. Potin' ut me ire, quo profectus sum, sinas? *Lys* Si in rem tuam,

Lesbonice, esse videatur, gloriæ aut famæ, sinam.

Lesb. Quod est facillumum, facis. *Lys.* Quid id est? *Lesb.* Amico iniuriam.

Lys Neque meum'st neque facere didici. *Lesb.* Indoctus quam docte facis!

Quid faceres, si quis docuisset te, ut sic odio esses mihi?

Qui bene quom simulas facere mihi te, male facis, male consulis.

Lys Quid male facio? *Lesb.* Quod ego nolo, id quom facis

Lys. Tuæ rei bene consulere cupio. *Lesb.* Tu mihi es melior quam egomet mihi?

Sat sapio, satis in rem quæ sint meam ego conspicio mihi.

Lys. An id est sapere, ut qui beneficium a benevolente repudies?

Lesb. Nullum beneficium esse duco id, quod, quoi facias, non placet.

5. Ipse, ut ferme intuta sunt adversa, quum fidem Cartimanduæ, reginæ Brigantum, petivisset, vinctus ac victoribus traditus est, nono post anno quam bellum in Britannia cœptum. Ne Romæ quidem ignobile Caractaci nomen erat; et Cæsar, dum suum decus extollit, addidit gloriam victo. Vocatus quippe ut ad insigne spectaculum populus; stetere in armis prætoriæ cohortes campo qui castra præiacet. Tunc incedentibus regiis clientelis, phaleræ torquesque, quæque externis bellis quæsiverat, traductamox fratres et coniux et filia, postremo ipse ostentatus Cæterorum preces degeneres fuere ex metu · at non Caractacus aut vultu demisso aut verbis misericordiam requirens.

6 Sub idem tempus inter lacum Fucinum amnemque Lirin perrupto monte, quo magnificentia operis a pluribus viseretur, lacu in ipso navale prœlium adornatur, ut quondam Augustus structo cis Tiberim stagno, sed levibus navigiis et minore copia, ediderat Claudius triremes quadriremesque et undeviginti hominum millia armavit, cincto ratibus ambitu, ne vaga effugia forent; ac tamen spatium amplexus ad vim remigii, gubernantium artes, impetus navium et prœlio solita.

7. Qui cum esset bonis parentibus atque honesto loco natus, (etsi id quidem alius alio modo tradidit, abundaretque æqualium familiaritatibus et consuetudine propinquorum, haberet etiam, more Græciæ, quosdam adolescentes amore coniunctos, credebat se eorum nemini; sed his, quos ex familiis locupletum servos delegerat, quibus nomen servitutis ipse detraxerat, et quibusdam convenis et feris barbaris, corporis custodiam committebat. Ita propter iniustam dominatus cupiditatem in carcerem quodammodo ipse se

incluserat Quin etiam ne tonsori collum committeret, tondere filias suas docuit Ita sordido ancillarique officio regiæ virgines, ut tonstriculæ, tondebant barbam et capillum patris.

(*Not from Text-Books*)

8. Si ipsa respublica tibi narrare posset, quomodo se haberet, non facilius ex ea cognoscere posses, quam ex liberto tuo Phania· ita est homo non modo prudens, verum etiam curiosus. Quapropter ille tibi omnia explanabit. De mea autem benevolentia erga te etsi potes ex eodem Phania cognoscere, tamen videntur etiam aliquæ meæ partes Sic enim tibi persuade carissimum te mihi esse, cum propter multas suavitates ingenii, officii, humanitatis tuæ, tum quod ex litteris tuis et ex multorum sermonibus intelligo, omnia, quæ a me profecta sunt in te, tibi accidisse gratissima.

II. Translate into Latin.

Drusus Cæsar, commonly called by modern writers Drusus junior, was the son of the emperor Tiberius by his first wife, Vipsania. He married Livia, the sister of Germanicus After the death of Augustus, he was sent to Pannovia, to quell the mutiny of the legions. In A D. 15, he was consul, and in the following year he was sent to Illyricum: he succeeded in fomenting dissension among the Germanic tribes and destroyed the power of Marobodus. In 21 he was consul a second time, and in 22 he received the *tribunicia potestas* by which he was pointed out as the intended successor to the empire.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. 1. Narrate the more noteworthy of the pretended historical incidents mentioned in the Diary of Nemat Khan. Mention the principal characters he introduces in his narrative and the part he makes them play.

2 To what class of compositions does the Diary belong? What are the chief characteristics of Nemat Khan's style? Mention some of his other works

II. Explain fully the following extract from the Diary·

قدری توقف فرموده از اجاهم اعلام ظفر ابتسام نهضت
بر افراختند و بنگاه قدیم را بقدوم نصرت لزوم مشرف ساختند -
في الحقیقة ابو الحسن محروم بے سعادت را به تیر نعافل از اوج
اعتبار انداختند بلکه در بونه بداهت باتش خجلت گداختند -
آري سفیهے که پایهٔ افتخار نشناسد و رتبهٔ افتدار نداند سزایش
همین است - نقطهٔ موهومے که خط بندگیش درسطح این آسمان
اگر بمرکز قبول مي رسید از خرمي چون جسم تعلیمي در ابعاد

ثلثه مي بايد و سرمبا هات بدائره فلک مي رسانيد از کجا اين سعي بکار رفت و چگونه کار بابنجا کشيد که در زاويه قائمه قلعه باستقلال نشسته دعوی تساوی طرفين می نمايد *

از فرش خانه تابه لب بام ازان من
از بام خانه تابه ثريا ازان تو *

III. 1. Re-write the following in simple Persian :

دران عرصه که ازانبوه پياده و سوار زمين آئينهٔ جوش بهار بود هيبت و سطوت بادشاه غازی چون قوت غاذيه و نامیه لشکري فراوان از اوراق اشجار بگلبن برج و شاخ حصار رسانيد - امّا غنچهٔ که در لاله زار اميد دميد نقش جبينش الحمرةُ للخَجل بود و گلی که از نرگسستان چشمداشت بنظر آمد سجع نگينش الصُفرةُ للوَجِل *

2. Explain the لطائف in the above. Why is the زمين said to have been از انبوه پياده و سوار آينه جوش بهار ?

IV. 1. Note the لطائف in the following :

(a) گربر خط نفاذت نه دائره نه گردد حک باد نقطه قلب از حرف خط محور *

(b) فرقهٔ شمشيربدست ناخن پاي قلعه شدند - وجوقي کمان بربازو بروت لب خندق تا حجام قضا ے برسد - گروهي چون نفس نائي درکوچه راه نقب در آمدند - و فريقي همچو صدای مطرب بردمدمه بلند گشدند تا سرمهٔ ناروت چه کند *

2. What is the بحر مضارع and why is it given differently in the following couplet in the Diary ?

بحر مضارع است و دران گوهر سخن
فعلن فواعلن فعلاتن مفاعلن *

V. 1. Explain and illustrate several kinds of جوهر referred to in اهتمام نه عرض در عهدهٔ يک جوهر است *

2. Explain جنازه و سه دختر in the couplet

در سیاسنگاه قهرش بر فضای کائنات
قطب را دایم جنازه بر سر سه دختر است *

3. Explain یک ذره یا قوت in the couplet

از سخایش ماهرویان را میان آفتاب
درج در ناب از یک ذره یاقوت تر است *

How does the word ذره help the conceit?

4. Explain برستاره شدن ماه and برق زدن خنجر in the following:

راه پر از ستاره شد خنجر او چو برق زد
خود قمر دو پاره شد سهم چو در کمان گرفت *

5. Explain کمان and مغفر in the following:

پیش در او آسمان ترکیست از رق طیلسان
از نقرهٔ خامش کمان وز زر پخته مغفرش *

VI. Explain fully:

1. موی سرغول است شب یا زلف مرغول است شب
بل مشک محلول است شب بر دشت صحرا ریخته *

2. نگر فتمش در بر چو چنگ در نوازش او به جنگ
صد عنبر زنجیر رنگ از مشک بر پا ریخته *

3. گفتم دلت غمگین چرا ماه نوت بر چین چرا
وان رشته پروین چرا بر ماه رخشا ریخته *
گفتا که در بزم طرب من مست عشقت روز و شب
تو باد گر کس از طرب در جام صهبا ریخته *

4. شکل حباب از روي مي چون بر گل رخسار خوي
مي آتش و بر فرق وي صد اخچه گویا ریخته *

VII. Explain fully:

1. دوش آن زمان که خسرو زرین قباي خور
در مي کشید خلعت عباسیان به بر *

2. بست و یک پیکر بورند در ایوان شمال
همه چون گوش دلارام مرصع زیور *
در میان همه سر حلقه این طائفه قطب
لیکن ازوي نبود تیره تري یک پیکر *
حارس صومعهٔ او شب و روزند دو خرس
دور تر اکبرو نزدیک تر او اصغر *
بر در مطبخ خاصش بکف بر شاوس
سر عول است بغایت کره و زشت نظر *

VIII. 1. Explain and name the صنائع in the following:

(a) از سم یکران او گاو زمین آن بار یافت
کز فشارش چون طبق در پاي او کوهان رسید *

(b) بشن سنگ و قدر خان قدر دارا راي آرش رش
سیاوش وش مویدید تهمتن تن مظفر فر *

(c) اي مرد طبیب از چه رو بیدردي
از گرمي دل گفتي و خود دل سردي *
آري همه را ز قید علت بیرون
از علت قید اگر بر آئي مردي *

2. Scan the following lines naming the بحر

(a) اقبال بود عروج طالع
در بیجا پور عزتم داد *

(b) ترسم ترا گرفته بآهنگري برند
گر بهر سیر جانب کوه و کمر شوي *

3 Find the date of the taking of the fort of Nagarkote from the following.

کشاد حصن نگرکوت را که سنگین بود
شه زمانه بتاریخ اُدخلوا فیها *

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:

He is but a doubtful friend to Persia who represents her as in a robust or satisfactory state of health. Expectations can only be aroused and projects encouraged by a false diagnosis that will recoil with disaster upon both parties. Persia is neither powerful, nor spontaneously progressive, nor patriotic. Her agriculture is bad, her resources unexplored, her trade ill-developed, her government corrupt, her army a cypher. The impediments that exist to a policy of reform, or even to material recuperation, are neither few nor insignificant. There can be no doubt that in the passage of time the natural conditions of the country have changed. The thoughtless destruction of timber and the waste of the existing water-supply have very much diminished the general average of fertility. There is now less rainfall than was formerly the case. The outward evidences of decay are numerous and pathetic and the casual traveller, who sees everywhere spread around him deserted towns and cities, abandoned bazaars, crumbling walls and fallen towers, gardens relapsed into wildernesses, caravanserais in ruins, and bridges broken down, is apt to think that all virtue has gone out of the people and of the country. Proud as the Persians are of their heritage, and convinced that Iran is the first of nations, they are woefully deficient in patriotism in any but the most passive sense of the term.

II. Translate into English:

1. وقايع تاريخ بيست و يكم شهرشعبان سنه ٥٣ - در حيني
كه سلطان فلک تخت بلند بخت انجم سپاه خورشيد سرير
سمت الراس را بموجب هوالذي جعل الشمس ضياء بفروغ
عالمتابي منور ساخت و سايهٔ جهان پروري و ظل عدالت كستري
بحكم الم تر كيف مد الظل و لوشاء لجعله ساكناً بر مفارق ساكنان
ممالک محروسه جهات و رعاياي معموره بلاد ابعاد انداخت
حضرت ظل الله بادشاه جمجاه حاتم همت كاوس صولت كسري
معدلت اورنگ جهانباني را بنورقعود شوكت آمود زيب و
زينت بخشيدند - وزراے عطارد مثال و امراي ثوابت همال
مشابهت جاه و جلال و مشاكلت دولت و اقبال بتقبيل قواعد سرير
خلافت مصير رسيدند. عرض مطالب انام و بحج مآرب خاص و

عام در خور استعداد مواد از پرتو فیض و کرم و فروغ عدل و داد رنگ حصول پذیرفت - و اشجار آمال خلایق با لتمام باندازه استحقاق کم و زیاد از ترتیب اقداب جود در معرض تمدا نشو و نما یافته ازهار مقصودات در بساتین مرجوات شگفت صف شکن خان را که نهال احوالش بخزان دم سردي مفتریان بد میثاق از آفت تهمت نفاق و آسیب بهتان انفاق با محصوران بی وفاق از برگ و نوا عاري شده ریشهٔ زنجیرش در زندان بژمردگي بربا داشت *

2 در تعریف جشن که محمد شاه در دهلي کرده بود *

این جشن نیست مجلس فردوس اکبرست
کز فرعید و طلعت نو روز خوشترست *
این اطلس مرصع نه تو سپهر نیست
عکس فروغ چتر شر هفت کشورست *
این تخت نیست قبهٔ عرش معظم ست
این شاه نیست عیسي ادریس منزلست *
در مصر ملک یوسف موسي مهابتست
بر قصر دین محمد جبریل چاکرست *
در زیر بال باز زر چتر آل شاه
هفت آسمان زیک مگس سبز کمترست *
صفهای حاجبان که چو مژگان کشیده اند
هر صف هزار اختر خورشید افسرست *
زان چار گوشه مجمر زرین میان صحن
کز بوي او مشام ملائک معطرست *
دودش سواد دیدهٔ حوران جنت است
عطرش بخار غالیهٔ حوض کوثرست *

3. پادشاهي از صددلي سوال کرد که از پادشاهی چه ماند گفت یک چیز و لیکن بدو صفت پرسید که آن

کدام است گفت نام که چون عدل و احسان کنند زنیکي و
الّا بزشتي - قطعه - هزار سال که ضحّاک پادشاهي کرد * *
از و نماند بجز نام زشت در عالم * * اگرچه دولت کسري
بسي نماند ولے * * بعدل و داد شدش نام در زمانه علم *

4. یکي را کرم بود و قوت نبود
کفافش بقدر مروت نبود *
که سفله خداوند هستي مباد
جوانمرد را تنگدستي مباد *
کسي را که همت بلند اوفتد
موادش کم اندر کمند اوفتد *
چو سیلاب ریزان که بر کوهسار
نگیرد همي بر بلندی قرار *

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

HINDUSTANI: TEXT-BOOKS AND GRAMMAR.

I. 1. اشعار ذیل کي تصریح نثر مین کیجئے :

وان کرم کو عذر بارش تھا عنان گیر خرام
گریه سے یان پنبهٔ بالش کف سیلاب تھا *
وان خودآرائي کو تھا موتي پرونے کا خیال
یان هجوم اشک مین تارنگه نایاب تھا *
شمار سبحه مرغوب بت مشکل پسند آیا
تماشاے یک کف بردن صد دل پسند آیا *
به فیض بیدلي نومیدی جاوید آسان هے
کشائش کو همارا عقدهٔ مشکل پسند آیا *
عاشقي صبر طلب اور تمنا بے تاب
دل کا کیا رنگ کرون خون جگر هوتے تک *
پرتوخور سے هي شبنم کو فنا کي تعلیم
مین بهي هون ایک عنایت کي نظر هوتے تک *

2 مرزا غالب نے نیچے لکھے ہوے اشعار کي شرح اپنے مراسلون مین کسطرح کي هي :

شوق هر رنگ رقیب سر و سامان نکلا
قیس تصویر کے پردے مین بھي عریان نکلا *
زخم نے داد نہ دی تنگئ دل کي یارب
تیر بھي سینۂ بسمل سے پریشان نکلا *
ظلمت کدہ مین میرے شب غم کا جوش هي
اک شمع هي دلیل سحر سو خموش هي *
مقابل هي مقتل میرا
رک گیا دیکھہ روانی میري *

3. ان فقرون کا خلاصہ مطلب حتي الامکان دوسرے سلیس لفظون مین بیان کیجئے :

(۱) امور نفساني مین اضداد کا جمع هونا محالات عادیہ مین سے هي کیونکر هوسکے کہ انکوقت خاص مین ایک امر خاص موجب انشراح کا بھي هو اور باعث انقباض کا بھي هو (۲) احترام الدولہ مبرے همزبان اور آپکے فدا خوان رهے گویا اس امر خاص مین وہ شریک غالب هین هم بطریق کسرۂ اضافي و هم بسبیل کسرۂ توصیفي (۳) اتحاد اسمي دلیل مودت روحاني هي لہذا اس امر مین خامہ فرسائي بروے کار نہین آئي (۴) ابتداے سن صبا سے ناریعان اور اوائل ریعان سے الي الآن اشتیاق مالایطاق بقبیل عبدئہ عالیہ نہ بجھے تھا کہ سلک تحریر و تقریر مین منتظم هوسکے لہذا بے واسطہ و وسیلہ حاضر هوا هون *

II. 1. "اردو اور انگریزي هر دو ریختہ زبان هین مگر اردو مین عربي اور فارسي الفاظ اردو کے صرف و نحو کے قاعدون کے اسطرح متابعت نہین کرتے جسطرح انگریزي مین لاتن اور یوناني الفاظ انگریزي قواعد کے پابند هین" اس قول کي توضیح یا تردید نظایر کے ساتھہ کیجئے *

2. "اردو نظم مین مضامین عاشقانه هي ادا هوسکتے هین اسمین هریک مضمون کے ادا کرنیکي طاقت و لیاقت بالکل نهین هي"—اس قول پر مختصر جرح کیجئے *

3. اردو عبارت مین عربي اور فارسي الفاظ بهچانے کا عام قاعده کیا هي ؟

III. اشعار ذیل مین حیات غالب کس کس واقعه کیطرف تلمیح هي ؟

(۱) استاد شه سے هو مجهه پر خاش کا خیال
یه تاب یه مجال یه طاقت نهین مجهه *
(۲) هم غمزده جسدن سے گرفتار بلا هین
کپڑون مین جوئین بخیون کے ٹانکون کے سوا هین *
(۳) رسم هي مرده کي چهه ماهي ایک
خلق کا هي اس چلن په مدار *
مجهکو دیکهو که هون بقید حیات
اور چهه ماهي هو سال مین دو بار *
(۴) نه ستایش کي تمنا نه صله کي پروا
نه سهي گر میرے اشعار مین معني نه سهي *

IV. (۱) مرزاغالب کا فرهنگ نویسون کے بابمین عقیده کیا تها ؟ (۲) "آب ده دست" کے مخالف لغوي و اصطلاحي معنے کیا هین جنکا نامهٔ غالب مین ذکر هي ؟ (۳) "نامراد" اور "بے مراد" "ندامت" اور "خجلت" مین فرق کیا هي ؟ (۴) "کاغذ" صحیح هي یا "کاغد" اور کسوجه سے ؟

V. کسوجه سے غالب نے اپنے کلام کو خاص فارسي کے خوشنما تراشون اور عمده ترکیبون سے مرصع کرنا پسند کیا تها ؟ ان فارسي وضع کے فقرون کو اردو کے روز مره محاورون کے مطابق درست کیجئے : (۱) کسلئے اسقدر عذر چاهتے هو (۲) جو آپ پر معلوم هي وه مجهه پر مجهول نه رهے (۳) منشي

بھي بخش تمہارے خط نہ لکھنے کا گلہ رکھتے ہین (۴) یہ رتبہ میرے ارزش کے فوق ہي (۵) کیون مہاراج نئي بخش کے ساتھہ غزلخواني کرنا اور ہمکو یاد نلانا؟ (۶) آپکا واسطے اصلاح کلام کے رجوع کرنا میرے طرف موجب نازش کا ہي *

VI. مرقوم الذیل الفاظ و محاورونکے معنے رقم کیجئے :

(۱) سبکسر - خاص تراش - بقیۃ السیف - آتش سیال - نعم البدل - عسس المحققین - عذب البیان - اعلان کلمۃ الحق - علے العموم - تطویل لاطائل *

(۲) مین ہندی کي چندي کرکے لکھتا ہون - باسي کڑي مین اُبال آیا ہي - جواب ترکي نہ ترکي دیا - وہ ہر بات کا پتہ پتال تک نکالتا ہي - تم نے میرا دم ناک مین کردیا ہي *

VII. تشبیہ کے درستگي کے شروط کیا ہین؟ نثر اور عبارت رنگین کے اقسام بیان کیجئے؟ بحر رباعي کس بحر کا نام ہي اور کسلئے؟

VIII. 1. ان اشعار کا حسن وقبح بتلائے؟

(۱) مردم چشم سیہ جب نظر آتا ہي ترا
بیٹھہ جاتا ہي میرے دلمین سویدا ہوکر *

(۲) ہي سہل ممتنع یہہ کلام ادق مرا
برسون پڑھے تو یاد ہووے سبق مرا *

(۳) قوس قزح کے چلّہ کو چٹکي سے جوڑدون
تارے آفتاب کا شیرہ نچوڑدون *

(۴) یہ چار عاصر و حواس خمسہ
ششدر ہین کہ اس مکان مین ہفتہ گذرا *

2. پہلے دو بیت کي تقطیع کیجئے؟

IX. (۱) امالہ اور ترخیم کسے کہتے ہین اور وہ کسلئے موضوع ہین اور کہان مستعمل ہوتے ہین؟ (۱) اسم عدد کو مکرر لانا کس معنے پر دلالت کرتا ہي؟ (۳) مصدر اپنے معنئے

مصدري کے سوائے اور کتنے معنے پر دلالت کرتا هي ؟ (ع) ان الفاظ کے لغوي و اصطلاحي معني لکهئے : خصم - خیرصله - دال - رسم - مشاطه - روزگار - خیرات - چورن *

WEDNESDAY, 17TH JANUARY, 2 TO 4 P.M.

HINDUSTANI: TRANSLATION.

I. Translate into Hindustani:

1. Cicero has very justly exposed a precept delivered by some ancient writers, that a man should live with his enemy in such a manner, as might leave him room to become his friend; and with his friend in such a manner, that if he became his enemy, it should not be in his power to hurt him. The first part of this rule, which regards our behaviour towards an enemy, is indeed very reasonable, as well as very prudential; but the latter part of it which regards our behaviour towards a friend, savours more of cunning than of discretion, and would cut a man off from the greatest pleasures of life, which are the freedoms of conversation with a bosom friend.

2. The qualities which, on the average of cases, give a man an advantage in gaining the means of marrying, are the qualities which make him likely to be a long-liver; and conversely. What most frequently decides the question for or against marriage? The possession of adequate means. Though some improvidently marry without means, yet it is undeniable that in many instances marriage is delayed by the man, or forbidden by the parents, or not assented to by the woman, until there is reasonable evidence of ability to meet the responsibilities. Now of men whose marriages depend on getting the needful incomes, which are the most likely to get the needful incomes? The best, physically and mentally—the strong, the intellectually capable, the morally well-balanced. Often bodily vigour achieves a success, and therefore a revenue, which bodily weakness, unable to bear the stress of competition, cannot achieve. Often superior intelligence brings promotion and increase of salary, while stupidity lags behind in ill-paid posts. Often caution, self-control, and a sacrifice of present to future, secure remunerative offices that are never given to the reckless. But what are the effects of bodily vigour, of intelligence, of prudence, on longevity; when compared with the effects of feebleness, of stupidity, of deficient self-control? Obviously, the first further the maintenance of life, and the second tend towards premature death.

II. Translate into English:

1. غیاث اللغات ایک نام موقر اور معزز جیسے الفربه خواه نخواه مرد آدمي آپ جانتے بهي هین که یهه کون هي ایک

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معلم فرومایہ رام پور کا [illegible] سے نا اشنائے محض
اور صرف و نحو مین نا تمام انشا خلیفہ و منشآت ماد ھورام کا
بڑہانے والا چنانچہ دیباچہ مین اپنا ماخذ بھي اوسنے خلیفہ
شاہ محمد و ماد ھورام و غنیمت و قنیل کے کلام کو لکھا ھي یہہ
لوگ راہ سخن کے غول ھین آدمي کے گمراہ کرنے والے یہہ
فارسي کو کیا جانین ہان طبع موزون رکھتے تھے شعر کہتے تھے -
شعر - ھرزہ مشتاب و پئے جادہ شناسان بردار * * ایکہ در راہ
سخن چونتو ھزار آمد و رفت * میرا دل جانتا ھي کہ آپکے
دیکھنے کا مین کسقدر آرزو مند ھون میرا ایک بھائي مامون کا
بیٹا کہ وہ نواب ذوالفقار بہادر کي حقیقي خالا کا بیٹا ھوتا ھي
اور مسند نشین حال کا چچا تھا اور وہ میرا ھم شیر بھي تھا یعنے
میني ممانی کا اور اوسنے اپني پھوپھي کا دودہ پیا تھا وہ باعث
ھوا تھا میرے باندا برندیل کہنے آپکا میني سب سامان سفر
کرلیا ڈاک مین روپیہ ڈاک کا دیدیا قصد یہہ تھا کہ فتحپور
تک ڈاک مین جاونگا وہان سے نواب علي بہادر کے ہان کي
سواري مین باندے جاکر ھفتہ بھر رھکر کالپي ھوتا ھوا آپکے
قدم دیکھتا ھوا بسبیل ڈاک دلي چلا آونگا ناگاہ حضور والد
بیمار ھوگئے اور مرض نے طول کھینچا وہ ارادہ قوہ سے فعل مین
نہ آیا اور پھر مرزا اورنگ خان میرا بھائي مرگیا - مصرعہ -
اے بسا آرزو کہ خاک شدہ - واللہ وہ سفر اگرچہ بھائي کي
استدعا سے تھا مگر مین نتیجہ اوس شکل کا آپکے دیدار کو
سمجھا ھوا تھا ھرزہ سرائی کا جرم معاف کیجئے گا میرا جي
آپکے ساتھہ باتین کرنیکو چاہا اسواسطے جو دل مین تھا وہ اوس
عبارت سے زبان پر لایا *

2. نصرت الملک بہادر مجھہ بتلا کہ مجھہ
تجھسے جو اتني ارادت ھي تو کس بات سے ھي *
گرچہ تو وہ ھي کہ ھنگامہ اگر گرم کرے
رونق بزم مہ و مہر تری ذات سے ھي *

اور مین وہ ہون کہ گو جیمین کبھي غور کرون
غیر کیا خود مجھے نفرت میري اوقات سے هي *
خستگي کا هو بھلا جسکے سبب سے سر دست
نسبت اک گونہ میري دلکو ترے ہاتھہ سے هي *
ہاتھہ مین تیرے رهے نوسن دولت کي عنان
یہہ دعا شام و سحر قاضئ حاجات سے هي *
تو سکندر هي مرا فخر هي ملنا تیرا
گو شرف خضر کي بھي مجکو ملاقات سے هي *
اسپہ گذرے نہ گمان ریو وریہ کا زنہار
غالب خاک نشین اهل خرابات سے هي *

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. 1. நெடுநல் வாடை என்றதற்கர்த்தமென்ன? இப்பாட்டுக்கு நல்நெடு வாடையென்று பெயரிடலாமா? விடைக்கு நியாயமெழுதுக. இந்த நூல் என்ன திணை?

2. இதன் அடிகளிற் சில வேறெங்கே வருகின்றன? அவ்வடிகளில் நான்கு எழுதுக.

3. பரீட்சைக்கு விதித்த நூல்களில் நெடுநல் வாடைக்கும் மற்றவைகளுக்கும் சொல்லாளுந்திறமையில் வித்தியாசமென்ன? நான்குதாரணந்தந்து விடையை விளக்குக.

4. இருகோற்குறிநிலை வழுக்காது (மண்டிலம்) ஒருதிறஞ்சாரா வரைநாளமயத்து—இது என்ன உண்மையை அனுசரித்தது.

5. வடவர்தந்த வான்கேழ்வட்டம், தென்புலமருங்கிற் சாந்தொடுதுறப்ப-இதில் வடக்கு, தெற்கு, எந்தெந்த இடங்களைக் குறிக்கின்றன?

II. அடியில் வருவனவற்றுக்கர்த்தமெழுதுக:

1. தட்டம், தாதுளி, அம்பணம், கவித்த, வலந்தன, படலை, பிடகை, வயிர்.

2. (a) கடும்புனற் சாஅய்க்கயலறலெதிர; (b) தண்ணறுந்தகர முளரி நெருப்பமைத் திருங்காழகிலொடு வெள்ளயிர்பு கைப்ப; (c) திண்ணிலைப்போர்வாய் கதவந்தாழொடுதுறப்ப; (d) வாளைப்பகுவாய் கடுப்ப வணக்குறுத்துச்-செவ்விரற்கொளீ

இய செங்கேழ் விளக்கம்; (e) குன்றகுளிர்ப்பன்ன கூதிர்ப்பா ளுள்; (f) வெள்ளிவள்ளி வீங்கிறைப்பணைத்தோள்.

3. செவ்வரக்குரீஇ; பணைநிலை முனைஇய பல்லுளைப்புர வி; கவுள்புடையூஉநடுங்க; வெம்மையிற்றடைஇ - இவற்றில் அளபெழுந்தசொற்களின் சாதாரண ரூபமென்ன?

III 1. அழகர் கலம்பகத்தில் திருமாலிருஞ்சோலைமலைக்கு வழங்கிய பரியாய நாமங்களில் வடமொழியுந் தென்மொழியுஞ் சேர்ந்த நான்கு நாமங்கள் எழுதுக.

2. இக்கலம்பகத்தில் தமிழின்மகத்துவத்தைக்குறிக்குஞ் சொற்றொடரிரண்டு கூறுக.

3. விஷ்ணுவின் பஞ்சாயுதங்களின் சிறப்புப்பெயரொ ன்ன?

IV. கீழே வருவனவற்றுக்கு அர்த்தமெழுதுக:

1. வெளிச்சை, தெட்டு, அகலேனம, பிகம், கண்டகர், மூதுகடவு, எசற்று, ககம்.

2. சரணிதேடுகாவலர்; மலைக்குமேல் மலைவிளக்கு; மக முந்தவமுஞ் செய்ததொக்கும்; அணில்வாற்கதிர்போ மருந்தி னையே யகன்றேமேய மருந்தினையே.

3. இப்பாட்டுக்குப் பதவுரை கூறுக.

சாரலங்காரமால், சாரலங்காரமால்
நீரலங்காரமால், நீரலங்காரமால்.

4. இது என்ன அணி? சம்பிரதம், பிச்சியார் என்ரு லென்ன?

V. 1. என்பெனக்குருகுகின்ற திவர்கின்ற தளவில்காதல்- இது யார் எத்தருணத்தில் சொன்னது? இதனுற் சொன்னவ ருக்கென்ன துணிவு உண்டாயிற்று?

2 இக்குன்றரணுடைத்தாகியுய்ந்தேன். அரணுடைத்தா யதெப்படி?

3. உருவுகண் டெள்ளாமை வேண்டு முருள்பெருந்தேர் க்-கச்சாணி யன்ரு ருடைத்து-இப்பொருளமைந்த அடிகளை இராமாயணத்திலிருந்தெழுதுக.

VI. 1. (a) எலுநீர் நிழலிடை யிடையெறித்தலில்; (b) அங் கொர் பாகத்தி னஞ்சனமணிநிழல்; (c) என் நெஞ்சூபூத்ததாம ரையி னிலயம்பூத்தாள்; (d) அன்ன-நின்றன எனக்குநிற்கு நே ரொனமொழியுநேரா: - இவற்றுக்குப் பொருள் கூறுக.

2 தாட்படாக்கமலமன்னதடங்கணுன்றம்பிக்கம்மா
கீட்படாநின்றநீக்கிக் கிளர்படாதாகியென்று

நாட்படாமறைகளாலுநவைபடாஞானத்தாலுங்
கோட்படாப்பதமேயையகுரக்குருக்கொண்டதென்
றான்-இதற்குப்பொழிப்புரைதருக. இது என்னஅணி? கீட்ப
டா, குரக்கு இவற்றின் விகாரத்துக்கு விதியென்ன?

VII. 1. நக்கீரரது தலைமையைக் குறிக்குஞ் செய்யுளை எழு
துக.

2. அகத்தியர்தென்தேசத்துக்கேகமுன் அவ்விடத்தில்
தமிழ்க்கல்வி நிரம்பியிருந்தது. இதைக்குறிக்கும் பாட்டையா
வது அதன் பொருளையாவது கூறுக.

3. சிவபெருமான் அடியார்க்கெளியர், பாடலிற் பிரியமு
ள்ளவர்-என்றவற்றுள் ஒன்றை உணர்த்தும் சங்கதி கூறுக.

4. 'காண்' என்பது செய் என்னும் பொருளில் வரும
டிகளிலொன்றை எழுத.

VIII. 1. அரட்டர், எழால், பித்தை, ஊழ்த்திடும், பனவன்,
பொக்கம், கதலிகை, கரவீரம்-இவற்றின் பொருளென்ன?

2. அற்ற நீங்கிய கல்வியின் செல்வராய்; சிரம்-துளக்கி
மீனவன் மகிழ்ச்சி தூங்கினான்; - இவற்றுக்கர்த்தமெழுதுக.

3. மகவையீன்றதாய்கைத்திடுமெருந்துவாய்மடுத்துப்
பகைபடும்பிணியகற்றிடும்பான்மைபோலென்னை
யிகலிழைத்தறிவுறுத்தினாய்க்கேழையேன்செய்யத்
தகுவதியாதென வரம்பிலாமகிழ்ச்சியுட்டாழ்ந்தான்-
இதன் கருத்துரையென்ன?

IX. 1. பகல்கருதிப்பற்றுசெயினுமிகல்கருதி - யின்னுசெய்
யாமைதலை-இதில் தலையென்றதெதை? இடைகடையெனத்த
க்கவை எவை?

2. அஞ்சுமறியானமைவிலனீகலான்
தஞ்சமெளியன்பகைக்கு - இதற்குப் பதவுரை யெழு
துக.

3. உடம்பாடில்லாதார் வாழ்க்கை எதைப்போன்றது?

4. இளைதாகமுண்மரங்கொல்க-இது எதையுணர்த்தும்ப
டி கூறியது?

X. 1. தளிர், துளிர்; திவள, துவள; தெவுட்டு, தெவிட்டு;
திவலை, துவலை; செருகு, சொருகு-இவை சரியான சொற்க
ளா? கடைசி இரண்டிற்கு மேற்கோள் தருக.

2. ஆவிகை, மதுகரம், வனசம், சிங்கம்-இவற்றின் உற்
பத்தியர்த்தமென்ன?

3. ஒரு பெயரை விசேடித்து நிற்கும் பண்புச்சொற்கள்

என்ன ஒழுங்காய் வரவேண்டும்? விடையை விளக்க இராமாயணத்திலிருந்து இரண்டு உதாரணந் தருக.

4 ஆண்டு, என்றது இடத்தையுங் காலத்தையும் உணர்த்தும். இதற்கு இராமாயணத்திலிருந்து ஒவ்வோருதாரணந் தருக.

XI. 1. திணைவிரவின எழுவாய்க்குப் பயனிலை எவ்வாறுவரும்? இதற்கோருதாரணம் பரீட்சைக்கு விதித்த நூல்களிலிருந்தெழுதுக.

2. கற்ற உணர்வு-இதில் பெயரெச்சம் என்னபொருளில் வந்தது?

3 ஒரு பொருண்மேற் பல என்னும் சூத்திரத்தை எழுதி ஒருதாரணந்தருக.

4. இது என்னுஞ்சொல் முதனீண்டுவருதற்கு விதி என்ன?

XII. கலித்தாழிசை, ஆசிடை நேரிசைவேண்பா - இவற்றின் இலட்சணமென்ன?

WEDNESDAY, 17TH JANUARY, 2 TO 4 P.M.

TAMIL: TRANSLATION INTO ENGLISH.

I. Translate into Tamil: [See Hindustani Translation paper, page cc.]

II. Translate into English:

1. மாற்றமஃதுணாத்தலோடும்வரிசிலைக்குரிசின்மைந்தன்
றேற்றமுற்றிவனினூங்குச்செவ்வியோரின்மைதேறி
யாற்றலுநிறைவுங்கல்வியமைதியுமறிவுமென்னும்
வேற்றுமையிவனோடில்லையாமெனவிளம்பலுற்றான்.

2. புயல்பார்க்குஞ்சாதகமேபோன்றேன்பொன்னாட்டி
னியல்பார்க்குஞ்சேமலைமேலெந்தாய்—தயையி
னிலையாதிருக்கவருணேயாமிடிதீர்த்
தலையாதிருக்கவருள்.

3. வாள்போல்பகைவரையஞ்சற்கவஞ்சுக
கேள்போல்பகைவர்தொடர்பு.

4. கெடல்வேண்டிற்கேளாதுசெய்கவடல்வேண்டி
னாற்றுபவர்கணிழுக்கு.

5. என்றவேந்தனிலாக்குடியீட்டமுமின்கதிர்
கான்றநாயகமாமணிபோகியகண்டியு

மான்றஞானமிலாதவர்கல்வியுமானதே
சான்றகிரனிலாதவைகூடியசங்கமே.

6. அறிவில்லாதவன் றன் பொருளை யெனதெனதென்றெண்ணிக்கொண்டு தானனுபவியாமலும் பிறர்க்கு வழங்காமலும் வைத்திருப்பான். அப்பொருளாலாயபயனையடையாமலுமேனையோர்க்கீயாமலுமிருக்கின்றேனுகையால் யானுமப்பொருளையெனதெனதென்று சொல்லிக்கொண்டிருக்கலாமே.

7. மனுநீதிகண்ட சோழராசாவின் நற்றவத்தாற்பிறந்த புத்திரன் ஒரு நாள் சேனைகள் சூழத் தேரூர்ந்து ராஜவீதியிற் செல்லும்போது, தெய்வகதியாகத் தேர்க்காலிற்பட்டு ஒரு கன்றிறக்க, அதன் தாய்ப்பசு வருந்தி யரண்மனைவாயிலிற் கட்டிய மணியைத் தன் கொம்பினாலடித்துத் தன் பெருந் துயரத்தையறிவித்தது. அதுகேட்ட சோழரப்பசுவின் முன்வந்து நிகழ்ந்ததை யறிந்து, துயரக்கடலிலாழ்ந்து, அமைச்சரோடாராய்ந்தபோது, அவர்களுரைத்த பரிகாரங்களைப் பொருத்தமின்மையின் மறுத்து, உயிர்க்கொலைக்குயிர்க்கொலையே பரிகாரமென்று தேறித் தன் முதலமைச்சரை நோக்கி, யப்புத்திரன் மார்பிலே தேரைச் செலுத்தும்படி பணித்தனர். அவரவ்வாறு புரிய மனந்துணியாதவராய்த் தம்முயிரை விட்டார். அதைக் கேள்வியுற்ற வரசர் தாமே தன் புத்திரன்மேற் றேரைச்செலுத்துதலும் அறக்கடவுள் வெளிப்பட்டுத் திருவருள் பாலிக்க வப்புத்திரனும் மந்திரியும் கன்றுங் கண்வளாந் தெழுந்தாற்போலுயிர் பெற்றனா. ஆகையாற் பிறவுயிரைத் தன்னுயிர்போற் பாலிக்கு மரசன் புகழும் ஈஸ்வர கடாக்ஷமும் பெறுவான்.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. మీ పాఠగ్రంథము లన్నిటిలో మిక్కిలి ప్రాచీన మెద్దియో యెట్లెఱుఁగం దగును? అం దాధునికమందలియపూర్వరచనావిశేషమేమి? కళాపూర్ణోదయ మెట్టిప్రబంధము? రామకృష్ణకవి యెప్పటివాఁడు గాఁబోలును?

2. (a) "సాహిత్యపరకాళిదాస", (b) "అభినవపండితరాయ", (c) "సత్కళాభోజ", (d) "సౌజన్యజేయ"—ఇవి యెవరెవరిబిరుదులు? ఇందులో గ్రంథకర్తలైనయిరువురిశైలిని బోల్చి వీరెట్టికవులో నిర్ణయింపుఁడు.

3. మహాకావ్య పద్యనములలో మీ రిపుడు చదువనివానిపేరులు వ్రాసి "ప్రొద్దు గ్రుంకంగ మిణుంగురుపురీగు లలమె" ననుదానికి రామకృష్ణకవి చేసినకల్పన దెల్పుఁడు.

4 భరతాభ్యుదయకారునివలె (a) గ్రంథాదిని సంస్కృతభాషలో మంగళాచరణము కావించినట్టియు, (b) కృతిపతికింబోలెఁ గృతిప్రేరకునికిని ఏష్యంతంబులు సమర్పించినట్టియు, పూర్వాంధ్రకవుల పేర్లు వ్రాయుఁడు.

II. 1. "సుకవి" యెట్టివాడు? తద్భేదము లెట్టివి? కేవలవచనవిలేఖకులు కవు లవుదురా? కారణమేమి?

2 హేల, హావము, ధీరలలితుఁడు, దక్షిణుఁడు, దూత, వాసకసజ్జిక—వీనికి లక్షణములు వ్రాయుఁడు.

3 "హాస్య" భేదములను దెల్పి, వానియుద్దీపనవిభావములను నిరూపింపుఁడు కరుణరసమున కనుకూలించుసాత్వికభావము లెవ్వి?

4. "భేదేతరసమదర్శనవాదము లనుభావములు"—ఏ రసమునకు? దీనిని రసముగా నెంచుటకుఁ గల వాదప్రతివాదములను సంగ్రహించి వ్రాయుఁడు.

5. ప్రబంధమున నాయికలుగా నుండఁదగనిస్త్రీ లెవ్వరు? ఈ క్రిందివాక్యములం దిరువురునాయికల నామలక్షణములు దెల్పుఁడు—(a) "పిల్చిన నుత్తరం బిడదు" (b) "నాచింతల నెల్లఁ దీర్చి దయసేయఁ గదమ్మ." (c) "కీరవాణి యతనిఁ గ్రీడామృగంబుగాఁ జేయవలయుఁ గుసుమసాయకునకు"

III. 1. మస్తకిరీటహాటకసమంచితకుంభయుతంబు పీవరో
రస్తటిరత్నదీప్తిరుచిరంబు రమాసమసాలభంజికా
శస్తము సైనశాగ్రితనుసౌధము నెక్కి సుఖించుబుద్ధికిన్
నిస్తులభక్తిగారవము నిచ్చెన యైచన నిచ్చు మీఁదికిన్.

2. బహిర్వితర్దికానికాయవిరచితకురంగనాభిగోముఖోపరితరంగితరంగవల్లీమతల్లికామసౌజ్ఞమాక్తికకుండలీపాండిత్యంబు లత్యంతకాంతంబు లగుచు నుత్తుంగహర్మ్యశిఖరకేతుసంఘర్షణ శకలితపతితాంతరిక్ష

ఖండలక్ష్యమాణనక్షత్రసముత్ప్రేక్షాసంధుక్షణంబు లై వీక్షణపర్వంబు నిర్వహించె.

3. జిల్లుపూఁదేనియసోనవెల్లువలఁ దెప్పలుదేలెడుమేలిపల్కులు.

4. సేతుంసర్వవిఘాఘవారణకృతే ర్హేతుం.

(a) ఇందు 2-వ దానికి దండాన్వయమును, 3-వ దానికి తత్సమపదములతోను 4-వ దానికి అచ్ఛికపదములతోను ప్రతిపదార్థమును, 1-టి దానికి సంపూర్ణతాత్పర్యమును, వ్రాయుఁడు.

(b) పయి 2-వ దానిలోనిపాకమును శబ్దాలంకారమును జేర్కొనుఁడు.

IV. 1. కంఠదఘ్న, తగులము, శ్మశ్రుల, సాత్రాజితి, సాంకవ, ఊట,—ఇందలి ప్రత్యయములయర్థములు వ్రాసి, వానికి సమానార్థకము లగుప్రత్యయములు గలక్రొత్తపదము లొక్కొకటి వ్రాయుఁడు.

2. ఉత్తాల, వృషాకపి, కౌశేయ, అనర్గళ, కౌస్తుభ, పూర్వజ,—వీనికి లాక్షణికార్థములను సాధింపుఁడు.

3. (a) కయ్యాలక్రచ్చ, (b) కట్టినాఁడఁ గేలఁ గంకణంబు, (c) దాఁచెను భాగవతము,—వీని ప్రకృతార్థములను సమర్థించుటలో లక్షణాది వృత్తులను వివరింపుఁడు.

V. 1. (a) తేజరిలు, (b) వినుతి సేతురు, (c) సరమాజాని, (d) మనీష,—ఇందు గీఁతలు గీఁచినచోట్లఁ గల వ్యాకరణవిశేషములు గనఁబఱిచి, "చొక్కంపుటఱుత", "మోట్పునకేలు"—అనువానీ రూపము లేర్పఱుపుఁడు.

2. మధ్యేతీరము, పుండరీకాస్త్రదాదులు, వచ్చురాములు, కేలుదామరలు,—వీనివిగ్రహములు వ్రాయుఁడు.

3. ఏకశేషము, శబ్దశ్లేషము—వీని కొక్కొకయుదాహరణ మెత్తి వ్రాయుఁడు.

4. మోసల, హజారము, దువ్వలువ, ఉయ్యెల,—ఇవి సమానపదము లని నిర్ణయింపుఁడు.

VI. 1. (a) అహమ్మతి, అహంపూర్విక, (b) అరయించు, అఱయించు

(c) ఉపజ్ఞ, ఉపఘ్న :—ఈ జంటపదములయర్థభేదములను నూత్నవాక్యములందుఁ బ్రయోగించి చూపుఁడు.

2 నాగవాసము, పదము, నీరూప, కేక,—వీనికాంధ్రసంస్కృతభాషలందు నర్థములు వ్రాయుఁడు.

3. (a) "నాదంబున మది గతిఁగి తొఱఁగఁ జేసితిని." (b) "ఇపుడు మణికంధరుని మీరు తపముసేయఁ జెప్పితిరి మొదలొక్కని యది చెప్పవలయు."—ఇందలి యన్వయసాధుత్వమును బరీక్షింపుఁడు.

VII. 1. (a) "ఓదనంబొసఁగె.....శ్రావమూఁకుటన్" (b) "నీనామములు నకాణింతు నెపుడు" (c) "అనుచరుల్ తద్వజీరానిలాశ్వంబులె"—ఇందు శబ్దదోషముల నిరూపింపుఁడు.

2. మీరు చదివిన రెండుతెలుఁగుసామెతలను, రెండు సంస్కృత లోకోక్తులను, ఒక్కన్యాయమును,—ఎత్తి వ్రాసి, వానిప్రస్తావమును సూచింపుఁడు.

3. ప్రవహము, కుబేరాక్షము, నీలాచలము, కరిగిరి, చలపత్రములు,—వేని కీపేర్లు చెల్లును?

VIII. 1. కారకాన్వయమున షష్ఠి యెప్పుడు రావచ్చును? అగతిక ధాతువు లెట్టివి? ఉదాహరింపుఁడు?

2. (a) ప్రత్యయములు పదములపై నేర్పడినవి: (b) అనుస్వారములు లుప్తవర్ణముల కాదేశములు: (c) రేఫద్వయవిరోధమును యతిప్రాసమైత్రిని మాన్పినచో బహుప్రబంధనిర్మాణమునకు సౌకర్యము కల్గు:—అను నీనవీనమతములం దెరెండిటిమీఁద నైనను మీయభిప్రాయమును సంగ్రహముగా నప్రమాణముగా వ్రాయుఁడు.

IX. 1. ప్రబోధచంద్రోదయము, వసుచరిత్రము, ఆముక్తమాల్యద,—వీనిప్రశంస మీపాఠములలో నెక్కడవచ్చెను?

2. (a) "ద్వీపప్రోద్భవనూక్త పంచమమహావేదంబు దీపించు నేభూపాలోత్తముపేర"—వసుచరిత్రము.

(b) కలువలఱేనియందుఁ గలకందును నే ననుకొందు రాత్రి యం దలవడ మ్రింగినట్టి తమ మంతరసంస్థ మటంచు నెంతయున్"—బిల్హణీయము.

(c) "పణ్యారంపుఁ బుణ్యంపుగుంపులు"—విష్ణుచిత్తీయము.

(d) "వానకాలమునందు వండువట్టిననీటికాలుష్య మడిపిన కతకఫలము"—కాశీఖండము. వీనిలో ఏ రెంటికైనను, సమానార్థకము లగువాక్యములను మీ పాఠగ్రంథముల నుండి యెత్తి వ్రాయుఁడు.

X. 1. (a) "జైవాత్రుకసంకీర్ణం బయ్యు సరసచక్రాభిరామంబై"

(b) "మతిసమగ్రులు ధూమానుమానకలన వన్ని సాధింతు రచలంబులందు నెపుడు."

(c) "కాఱుచిచ్చునుభృగురాముకారణమునఁ బెటిలి నిర్వంశమయ్యె భూభృత్కులంబు."

వీనియర్థములను బదసారస్యము విస్పష్ట మగునట్లు వ్రాసి యేదేనొక్కయర్థాలంకార మిందుండి యెత్తి వివరింపుఁడు.

2. "జలజనాభుండు సుగతవేషము ధరించెఁ గాశికాప్రజ కులధర్మగతి హరింప."

అనుశ్రీనాథవచనమున కనుకూలముగా విష్ణునియేయవతారమును రామకృష్ణకవి యభివర్ణించె? ఈ యవతారమునే "కపటశ్రీజినరూప" యని నందితిమ్మన్న వర్ణించి యున్నందులకు, నీ రెంటికి సామరస్య మెట్లు చేయఁదగును?

3. (a) "శబరివిందు"—శబరి యెవ్వరు? ఎప్పు డెవ్వరికి విందు చేసె? (b) "రక్షగట్టిరి మహీరమణులశ్వములకు భూరినీరాజనపూర్వకముగ" ఈ యాచార మేబుతువున జరుగును?

XI 1. మీపాఠములో దండకమును, మదద్విరదగతిరగడయు, నేయే వర్ణనములందుఁ బ్రయుక్తములు? అందు మొదటిదాన నేమిదోషము?

2. "ఉం। డెడుకన్యక లివ్విధము యథేచ్ఛగ విపినం। బు"—ఇది యేపద్యపాదము? గణవిభజన మెట్లు? "విధము" ను "విధమ్ము" గా మార్పవచ్చునా? ఏల? "జలావగాహంబు నతివ లభిలషించి"—పదవ్యత్యయముచేసి దీని తేటగీతి చరణముగా మార్పుఁడు.

3 మీరు చదివిన చక్రబంధ మే వృత్తములో నున్నది? మఱి

యెట్టివృత్తమం దుండఁ దగును ? ఇందుఁ గల యంకితములను జేర్చి వ్రాయుఁడు.

WEDNESDAY, 17TH JANUARY, 2 TO 4 P.M.

TELUGU: TRANSLATION.

I. Translate into Telugu: [See Hindustani Translation paper, page cc.]

II. Translate into English:

1. పరిమళము ల్దిగంతములఁ బర్వఁగ నెప్పు ఫలంబుల న్బ్రియం
కర మగునీరసాలమున ఖంగని మ్రోయుపికంబుఁ గంటె త్రో
వరులు హరింప రాఁ దెలియునందులకై వనపాలకుండు కీ
లరసి ఘటింపఁగా మొరయుయంత్రపురుల్లరిరీతి నెచ్చెలీ.

2. అద్రిగ్రావము లుర్వి రాల బిలఘోషాడంబరంబుల్ వియో
గిద్రోహం బొనరింప వారినిధి కెంగే లంటఁగా వాహినుల్
భద్రేభప్రతిమానమూర్తి యగుచున్ పాథోధరశ్రేణికుం
భద్రోణంబులు గుమ్మరించె విమలాంభఃపూరధారావళిన్.

3. ఆవీణాధరుఁ డేగి కన్గొనియెఁ బుణ్యాఖ్యాత దర్పోల్లస
ద్దైవద్వీపవతీసమత్సరవివాదప్రౌఢిమానర్గళ
వ్యావల్లత్కరభావభృల్లహరికావగ్గావృతవ్యోమముం
గావేరీతటినీలలామము నఘౌఘక్షోళసోద్దామమున్.

4. ఏరాజుల్ సరిసాటి సోదరళతం బీర్వంకలం గొల్వఁ గా
రారాజు న్మతి చీరికిం గొనఁడు నీరంధ్రాష్టసంపత్కళన్
రేరా జన్వయకర్తగాఁ గలకులశ్రేష్ఠున్ గళాకోవిదున్
రారాజుం గనుఁగొంటె మానధనునిన్ రాకేందుబింబాననా.

5. సహజపాండితి శిల్పకుశలత మెఱయ
సాలెపురు గిల్లు కట్టినలీలఁ జూచి
సంతసం బొప్ప విధుఁడు వజ్రాలు చెక్కె
ననఁగ హిమబిందుతతులు బయల్ల నమరె

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. ಗ್ರಂಥ ಪ್ರಸ್ತಾವನೆಯಲ್ಲಿ ಸಾಧಾರಣವಾಗಿ ಕರ್ಣಾಟಕ ಕವಿಗಳೆಲ್ಲರೂ ಒಂದೇ ರೀತಿಯನ್ನು ಅವಲಂಬಿಸುವ ಪದ್ಧತಿಯುಂಟೆಂದು ಕಾಣುತ್ತದೆ. ಈ ವಿಷಯವನ್ನು ನೀವು ಈ ವರ್ಷ ಓದಿದ ಗ್ರಂಥಗಳಿಂದ ಉದಾಹರಿಸಿ ಸ್ಪಷ್ಟಗೊಳಿಸಿರಿ.

II. ಪಂಪ ಮತ್ತು ವಾಲ್ಮೀಕಿ ರಾಮಾಯಣಗಳಲ್ಲಿ ಕಥಿಸಿದ ಮುಖ್ಯ ವಿಷಯಗಳು ಒಂದೇಯಾದರೂ ಆ ಕಾವ್ಯಗಳು ಬೇರೆಬೇರೆ ಅಚ್ಚುಗಳಲ್ಲಿ ಹೆಯ್ದ ಎರಕಗಳಂತಿವೆ ಯೆಂಬ ಪಂಡಿತೋಕ್ತಿಯನ್ನು ದೃಷ್ಟಾಂತಪಡಿಸಿರಿ.

III. 1. ಆರಾಜತ್ಕಾಮುದೀ ಸಂಗತ ಶಿಶಿರ ಶಿಲಾನೀಕ ನಿರ್ಯದ್ದಿಮಂ ಸ।
ಸ್ಫೇರಾಬ್ಜಾಕ್ಷೀ ಕರೋತ್ಪಲ್ಲವ ನವಕುಸುಮವ್ರಾತ ಚಂಚ
[ದ್ವ ಸಂತಂ।
ಸೂರಾಂಶು ಸ್ಪರ್ಶ ತೀವ್ರಾನಲ ಕರರವಿಕಾಂತಾ ತಪೋದ್ಯನ್ನಿ
ದಾಘಂ।
ಕ್ಷೌರಾಭೀಳ ದ್ವಿಪಪ್ರೋಚ್ಛಳಿತ ಮದಜಲಾಸಾರ ಸಾಂದ್ರಂ
[ನಗೇಂದ್ರಂ॥

ಇದರಲ್ಲಿರುವ ಶಬ್ದಗಳನ್ನು ತಿರಿಗಿ ಬರೆಯದೆ, ಪದ್ಯದ ಅರ್ಥವು ಸರಿಯಾಗಿ ತಿಳಿಯುವಂತೆ ಪ್ರತಿ ಪದಾರ್ಥವನ್ನು ಮಾತ್ರಬರೆಯಿರಿ.

2 ತರಣಿಗತಿಪ್ರಯುಕ್ತಮುಡು ಪಾಂಚಿತಮಂಬರದಂತೆಚಕ್ರಬಂ।
ಧುರ ಮನುಕೂಲ ಹೃದ್ಯಕಮಳೇಕ್ಷಣದಂತೆ ಸದ್ರಸಾ।
ಕರವಿಬುಧೇಪ್ಸಿತಾರ್ಥ ದನುದಾತ್ತಗುಣಂ ಘನಕಾವ್ಯದಂತೆ ಪು।
ಷ್ಕರಯುತ ಮುಗ್ಧ ಭದ್ರಮಿಭದಂತೆ ವಿರಾಜಿತಮಾಯ್ತು ಸಾ
[ಗರಂ॥

ಇದರ ಅರ್ಥವನ್ನು ವ್ಯಕ್ತಗೊಳಿಸಿರಿ.

IV. 1. ಸೀತೆಯ ನುಯ್ದನ ಕರುಳಿಂ ವೀರಶ್ರೀಗೆ ಭುಂಜಾಸಿಯ ಧಾರಾಗೃಹದಲ್ಲಿ ತೋರಣಗಟ್ಟಿದಿರಂ; ಗಗನದ ಹೆಂಪಿನಂತೆ ಪಯೋಧಿಯ ಗುಣ್ಪಿನಂತೆ ಸಾಮೀಪ್ಯದ ಸೀಮೆಯಂತೆ ಮುಕ್ತಿಯ ಮುಖದಂತೆ ನಿರುಪಾಧಿಕ

ಜ್ಯೋತಿಯಂತೆ ಗಿರಿಜಾತೆ ಶೈಶವ ಲೀಲೆಯನೊಳಗೊಂಡು ಬಳೆವುತ್ತಿರ್ಪಳ್ ; ಶ್ರೀರಾಮಾನಟಿ ಕೌಸ್ತುಭದ್ಯುತಿ ಕಿರತ್ಪುಷ್ಪಾಂಜಲಿಕ್ಷೇಪ ವಕ್ಷೋರಂಗಸ್ಥಿತೆಯಾದ ಕೃಷ್ಣ.—ಇವುಗಳ ಅರ್ಥವನ್ನು ವಿವರಿಸಿರಿ.

2. ಮಿಳರು, ಜತ್ತುಕ, ಇಕ್ಕುಳಿಗೊಳ್ಳು, ತೊಂಡುಗೆಡೆಯು, ನಿಟ್ಟೋಟ, ವೀರಸೇಸೆ.—ಎಂದರೇನು ?

V. 1 ದಶಮುಖ, ರಾವಣ, ಕುಂಭಕರ್ಣ - ಈ ಹೆಸರುಗಳಿಗೆ ಪಂಪ ರಾಮಾಯಣದಲ್ಲಿ ಹೇಳಿದ ಕಾರಣಗಳು ಯಾವವು ?

2. " ಅದರಿಂದೆ ಕಾಳಿದಾಸಂಗೆ ದಾಸರೆನಿಪರ್ಕವಿಗಳ್ "-ಏತರಿಂದೆ ?

VI. 1. ಹರಿಹರನು ಮಂತ್ರಾಗ್ನಿಯಿಂದ ನೆಗೆದ ಧೂಮವನ್ನು ಹೇಗೆ ವರ್ಣಿಸುತ್ತಾನೆ ?

2. ವೃಷಭೇಂದ್ರ ವಿಜಯದಲ್ಲಿ ಚಂದ್ರೋದಯವು ಹೇಗೆ ವರ್ಣಿಸಿದೆ ?

VII. 1. " ಪಿರಿಯರೆಲ್ಲರ್ನಡೆದ ನಡೆವಳಿಯ ನೊಲ್ಲೆನೆಂಬುದು ಬಲ್ಲ ತನಮಲ್ತು "-ಇದು ಯಾರು ಯಾರಿಗೆ ಯಾವ ಸಂದರ್ಭದಲ್ಲಿ ಹೇಳಿದ್ದು ? ಇದಕ್ಕೆ ಕೊಟ್ಟ ಪ್ರತ್ಯುತ್ತರವೇನು ?

2. " ಬಿಸಿಲಿಂಕಂದದ ಬೆಂಕಿಯಿಂ ಸುಡದ ನೀರಿಂ ನಾಂದದ " - ಇತ್ಯಾದಿ - ಇದರ ಸಮಾನಾಭಿಪ್ರಾಯವನ್ನು ಯಾರ ವಿಷಯದಲ್ಲಿ ಯಾವ ಕಡೆಯಲ್ಲಿ ಹೇಳಿದೆ ?

3. ಕೃಷ್ಣಾವತಾರದಲ್ಲಿನ ಮುಖ್ಯ ಪುರುಷ ಸ್ತ್ರೀಯರೆಲ್ಲರೂ ಅವತಾರಗಳೇ ಯೆಂದು ಜಗನ್ನಾಥ ವಿಜಯದಲ್ಲಿ ತೋರ್ಪಡಿಸಿದೆ. ಇದು ಹೇಗೆಂದು ಸಂಕ್ಷೇಪವಾಗಿ ಬರೆಯಿರಿ.

VIII. " ಗಮಕ ಸಮಾಸದಿಂ ಅಲಿಕುಳಕ್ಷಳದಿಂ ..... ಸಮುಚಿತ ಮಾಗಿ ಬರ್ಪಗತಿಸಪ್ತಮಿಯಿಂ ..... ಪದೋತ್ತಮ ಶಿಥಿಲತ್ವದಿಂ .....ಅರಿದಲ್ತೆ ಕಂನಡಂ "—ವ್ಯಾಕರಣದಲ್ಲಿರುವ ಈ ಮಾತುಗಳನ್ನೆಲ್ಲ ದೃಷ್ಟಾಂತ ಪೂರ್ವಕವಾಗಿ ವಿವರಿಸಿರಿ.

IX. 1. ತಣ್ಣಿತು + ಎಲರ್, ನೀರ್ + ಹೂವು, ಕೆಳಗಣ + ಕರೆ, ಬಿಳಿಯ + ಮುಗಿಲ್, ಕರಿಯ + ಅಡವಿ, ಕೆಚ್ಚನೆಯ + ಉರಿ - ಇವುಗಳನ್ನು ಜೋಡಿಸಿ ಬರೆಯಿರಿ.

2. ಮುಗುಳ್, ದಾರವಟ್ಟ, ಬಡಗಿ, ಇಟ್ಟಿಗೆ, ಕೌಂಗು, ಚೌಕ - ಇವುಗಳ ತತ್ಸಮಗಳನ್ನು ಬರೆಯಿರಿ.

3. ಈಗೆ ಸದ್ಭಕ್ತಿಯನೆಮಗಮ್ಮತಪ್ರಾಯೆಯಂ ಪ್ರೀತಿಯಿಂದಂ; ಕೀರ್ತಿಪತಿ ಹಂಪೆಯ ಶಂಕರದೇವರೊಪ್ಪುವರ್.—ಇಲ್ಲಿ ವ್ಯಾಕರಣ ವಿಶೇಷವೇನಾದರೂ ಇದ್ದರೆ ತೋರಿಸಿ ಕೊಡುವದು.

X. 1. ಜೈನರು ಚಂಪೂಕಾವ್ಯಗಳನ್ನು ಬರೆದರೆಂತಲೂ ಶೈವರು ಷಟ್ಪದಿಗಳನ್ನು ಕಲ್ಪಿಸಿದರೆಂದೂ ಹೇಳುವದುಂಟು. ಇದು ನೀವು ಓದಿದ ಗ್ರಂಥಗಳಿಂದ ಎಷ್ಟರಮಟ್ಟಿಗೆ ಸ್ಪಷ್ಟವಾಗುತ್ತದೆ?

2. ಇಂತುದ್ಯನ್ಮೃಗ—ದಿಂ ವನಚರ—ಗಳಿಂ ಭೂಮಿಜಾ।
ನಂತ—ಗಳಿಂ ದರಣ್ಯ—ದಿಂದಂ ತಾಪಸ—ದಿಂ॥.....

ಇವು ಶಾರ್ದೂಲ ವಿಕ್ರೀಡಿತದ ಪಾದಗಳಾಗುವಂತೆ ಶಬ್ದಗಳು ಬಿಟ್ಟು ಹೋಗಿರುವಲ್ಲಿ ಸಮೂಹಾರ್ಥವುಳ್ಳ ಪದಗಳನ್ನು ಸೇರಿಸಿರಿ.

XI. 1. ಪಾಕಲಾಲಿತ್ಯ ಗುಂಪುಯಿಂಪು ರೀತಿ - ಎಂದು ನೀವು ಓದಿದ ಭಾಗದಲ್ಲಿದೆ. ಇವುಗಳಲ್ಲಿ ಯಾವದಾದರೂ ಎರಡು ಶಬ್ದಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು ಕೊಟ್ಟು ವಿವರಿಸಿರಿ.

2. (a) ಸಕಳಂಕತೆ ಚಂದ್ರುಮನೊಳಲ್ಲದಿಲ್ಲಾ ನಾಡೊಳ್. (b) ಕಲ್ಲೆಲ್ಲಂಪರುಷವೆನಿ ಕುವಂತಾನಾಡೊಳ್. (c) ಕಳವೆ ಪಸುರೇರಿ ಭೂವನಿತೆಗೆ ಧಾತುಂ ಪರಿಭಾವಿಸಿ ಪೊದಯಿಸಿದ ಹರಿತಪಟದಂತಿರ್ಕುಂ.—ಇಲ್ಲಿರುವ ಅಲಂಕಾರಗಳ ಹೆಸರೇನು?

WEDNESDAY, 17TH JANUARY, 2 TO 4 P.M.

KANARESE: TRANSLATION.

I. Translate into Kanarese: [See Hindustani Translation paper, page cc.]

II. Translate into English:

1. ತುಳಿದೊಡೆ ಮುಳಿದ ಗಿವುದುಂಫಣಿ।
ತುಳಿಯದೊಡಂ ಜವದಿನಗಿವನಿವನೆಂದುಂಭೆಯಾ।
ಕುಳಮುಗಿದಪುದಿಳೆಕಂಡಾ।
ಗಳಿಖಳನಂ ಕ್ರೋಧವಿಜಿತ ದಾವಾನಳನಂ॥

2. ನೆಗಳ್ದಾ ದ್ವೀಪದೆಮಧ್ಯದಲ್ಲಿ ಕಲಕಂ ಚಂದ್ರಪಭಂ ಪಂಜರಂ ।
ಭೆಗಣಂ ಪಲ್ಲವಪುಂಬುರಾಶಿಯೆನೆ ಪೂಣ್ದಬ್ಜಾಸನಂ ಪ್ರೀತಿಕ್ಕೈ ।
ಮಿಗೆ ದೈತ್ಯಾಂತಕ ನಾಮದಿಂದೆಸೆವ ಲಕ್ಷ್ಮೀವಲ್ಲಭಂ ಗೆತ್ತಿದಾ ।
ಗಗನಚ್ಛತ್ರದ ಹೇಮದಂಡ ವೆನಿಸಲ್ಸಾಲ್ದತ್ತು ಹೇಮಾಚಲಂ ॥

3. ಎರಗದ ಭೂಪರಿಲ್ಲ ಬೆಸಕೈಯ್ಯದ ರಾಜಕುಮಾರರಿಲ್ಲ ಕೂ ।
ರ್ತರಿಯದ ಪೆಣ್ಗಳಿಲ್ಲ ತಲೆವಾಗದ ಬಾಗಿಗಳಿಲ್ಲ ತಳ್ತುಕು ।
ಕ್ಕರಿಸದ ವೀರರಿಲ್ಲನತರಾಗದ ಬಲ್ಲಿದರಿಲ್ಲ ಕೀರ್ತಿಯಿಂ ।
ತುರುಗದ ದಿಕ್ಪ್ರತಾನ ಮಣಮಿಲ್ಲೆನೆ ಬಾಳ್ವನಗಾಧಿ ನಾಯಕಂ ॥

4. ಅಂತಾತಂ ಪೋಪುದುಮಿಾ ಸುಗ್ರೀವಂ ನಿಮ್ಮ ದೋರ್ವಲದ ಗುರ್ವ್ವಮನ ವ್ಯಹಿತ ಪರಹಿತ ವ್ಯಸನವಂ ಕೇಳ್ದು ಸುತಾರಾವಿರಹದಿಂ ಚಂಡಕಿರಣಕಿರಣ ಮನಾಸೆಗೆಯ್ವಿರುಳ ಚಕ್ರವಾಕದಂತೆ ನಿಮ್ಮ ಚರಣವೇ ಶರಣೆಂದು ಬಂದನೆಂಬುದು ಮುದಾತ್ತ ರಾಘವಂ ಲಕ್ಷ್ಮಣನ ಮೊಗವಂ ನೋಡೆ.

5. ಅವನು ಆವೇಳೆಯಲ್ಲಿ ಕದ್ದು ಬಂದವನಂತೆ ನಾಲ್ಕು ಕಡೆಯನ್ನೂ ಬೆದರಿ ನೋಡುತ್ತಾ, ಉಕ್ಕಡವನ್ನು ಮೀರಿ ಹೋಗಲಿಕ್ಕೆ ಯತ್ನಿಸುವನ ಹಾಗೆ ನಟಿಸಿದ್ದನ್ನು ಕಾವಲುಗಾರರು ಕಂಡು ಅವನನ್ನು ಹಿಡಿದು ಎಲೈ ಎಲ್ಲಿಗೆ ಹೋಗುವೆ ? ಉಂಡಿಗೆಯನ್ನು ತೋರಿಸು ಎನಲು ಉಂಡಿಗೆಯಂದರೇನು ? ನನ್ನ ಬಳಿಯಲ್ಲಿಲ್ಲವಲ್ಲ ! ದಮ್ಮಯ್ಯ ಸಿಕ್ಕಿದ್ದಕ್ಕೆ ಹ್ಯಾಗಾದರೂ ಈ ಸಲಬಿಟ್ಟುಬಿಡಿ ಪುನಹ ಬರುವುದಿಲ್ಲ ಎಂದು ಎಷ್ಟು ಹೇಳಿಕೊಂಡಾಗ್ಯೂ ಅವರು ಗಮನವನ್ನು ಕೊಡದೆ ಅವನನ್ನು ಹಿಂಗಟ್ಟು ಮುರಿಗಟ್ಟು ಕಟ್ಟಿ ದೊರೆಯ ಬಳಿಗೆ ಎಳಕೊಂಡು ಹೋದರು.

6. ಅಯ್ಯಾ ಅರಸೆ ! ಅನಾದಿಕಾಲದಿಂದ ನಡೆದು ಬಂದಿರುವ ದೇಶಮರ್ಯಾದೆಗಳಿಗೆ ಓಸರಬಾರದಂತೆ ನೋಡುತ್ತಾ ಅದಂ ರಕ್ಷಿಸಿಕೊಂಡು ಬರುತ್ತಾ ನಡೆಯುವದೇ ಆ ರಾಜ್ಯಭಾರ ನಿರ್ವಾಹವೆಂದು ತಿಳಿಯಬೇಕು ; ಅದು ಬಹುಸನ್ನೆಗಳಿಂದೆತ್ತಿ ನಿಲ್ಲಿಸಿದ ಭಾರವಾಸಿಯಾದ ಸ್ತಂಭೆವು ಓಸರಬಾರದಂತೆ ತಿದ್ದುವ ಪುರುಷನ ವಶವರ್ತಿಯಾಗಿ ನಿಂತಿರುವಂತೆಯೂ, ಸಮುದ್ರದಲ್ಲಿ ಸಂಚರಿಸುತ್ತಿಪ್ಪ ಹಡಗಗಳು ಈಕ್ಷಣನ ವಶವಾಗಿರುವಂತೆಯೂ, ಪೂರ್ಣ ತಟಾಕವು ರಂಧ್ರಮಂ ಮುಚ್ಚುವನ ಸ್ವಾಧೀನಮಾಗಿರುವಂತೆ

ಯೂ, ಪೂರ್ವ ಮರ್ಯಾದೆಗೆ ಹೆಚ್ಚು ಕಡಿಮೆಯಾಗದಂತೆ ವಿಚಾರಿಸುತ್ತ ಲಿರುವ ಪುರುಷನಿಂದ ರಾಜ್ಯವು ನಿರ್ವಹಿಸುವುದು.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. 1. ഭാരത ഗ്രന്ഥത്തിന്റെ പേരിന്നു കാരണനായ രാജാവിന്റെ ഉത്ഭവം വളരെ സംക്ഷേപിച്ചു പറയുക.

2. ആട്ടകഥയിലുള്ള കവിതാരീതി ഭേദങ്ങളെ ചുരുക്കി വിവരിക്കയും അവ ഏതേതു സന്ദർഭങ്ങളിൽ ഉപയോഗിക്കപ്പെടുന്നു എന്ന ദൃഷ്ടാന്ത പൂർവ്വം കാണിക്കയും ചെയ്യുക.

3. ആട്ടക്കഥയും സംസ്കൃത നാടകവും തമ്മിലുള്ള അധികമായ വ്യത്യാസത്തിന്നു കാരണം ഉദ്ദേശ ഭേദമാണെന്നു പറയാം - എങ്ങിനെ എന്നു കാണിക്കുക.

4. ഭാഗവതത്തിന്നു ആ പേരുണ്ടാവാൻ കാരണമെന്തു ?

II. താഴെ എഴുതിയവയെ സാധാരണ നല്ല മലയാളത്തിൽ ആക്കുക,

1. മദിരേക്ഷണാ ചേയം ഭവതസ്സർവ്വേവയം
യൽകരണീയം അത്രൈവംഗതേ ഭവാൻ ഇഹ
തൽകുതധന്യം യശസ്യം വിചാര്യാത്മഹിതം
യൽപ്രിയംഭവേ ദ്രുപദസ്യരാജേന്ദ്രസ്യവാ
തൽബ്രൂഹിസർവ്വേസ്ഥിതാഃ ത്വദ്വശേയുധിഷ്ഠിരഃ
ദ്രൌപദീം ദൃഷ്ട്വാതത്ര തിഷ്ഠന്തീം ശുചിസ്മിതാം
ഭൂപതിപ്രവരാണാം പഞ്ചാനാം പാണ്ഡവാനാം
മന്മഥഃപ്രാദുരാസീന്മാനസേ ധൈര്യാത്മനാം
സന്മത്ത്യേന്ദ്രിയഗ്രാമം വിഹിതം സ്വയംഭ്രുവാ
തേഷാം ഇംഗിതാകാര ഭാവജ്ഞോയുധിഷ്ഠിരോ
ദോഷജ്ഞോവേദ വ്യാസവചനം അനുസ്മരൻ
അബ്രവീൽ ‘ സമേതാൻഭ്രാതൃനിഥോ ഭേദഭയാൽ
സുപ്രിയം സർവ്വേഷാന്നോ ഭാര്യേയം ഭവിഷ്യതി
ശോഭിതകളേബരാ പാഞ്ചാലന്യപാത്മജാ
ദ്രൌപദീ മനോഹരീ സുന്ദരീ കൃഷ്ണാസതീ.

2. പ്രിയാവിയോഗൌ ഷധശാന്തവേഗൌ
പൂർവ്വീശ വിക്രാന്തി വിഷനാലോക്ക്യാ
തദാസസപ്പ്രാഹിത സംപ്രയുക്ത
ദുർഭാഷണാപത്ത്യവശാൽ പ്രകാമം.

III. 1. മാരുതാ ശശകലനാഥനും ഗിരീശനും
താരകാരാതിക്കു മൊത്തറിഞ്ഞു ചൊല്ലീടുവാൻ
വേലയായിരിപ്പോതു മായാവൈഭവം
താരേശൻതാനിവൻെറ കരമേളനേന തന്നെ
പരിപൂർണ്ണസ്വരൂപനായി പരിചോടെ വിളങ്ങുന്നു.

ഇതിൽ താഴെ വരച്ചിട്ടുള്ള പദങ്ങളെ വ്യാഖ്യാനിക്കുക.

2. വാരിദ വിഹീനമാം വർഷമതുപോലെ.

ഇതിൻെറ ഉപമേയം എന്തു.

3. (a) കാരണാധാമത്തിങ്കൽ നിന്നഴിഞ്ഞിട്ടു
മാരണാമൃതപാനം ചെയ്തു.....

(b) മന്നിടത്തിങ്കൽ ശരീരങ്ങളിലുള്ളിൽ ചേന്നു
നിന്നീട്ടുമഹന്മതി വേറായിച്ചു മവോളം
മണ്ണുകൊണ്ടേനു കൃതപാത്രവർണ്ണങ്ങളിവ
നിർണ്ണയം ജീവാത്മാവി നില്ലൊരിക്കലും നാശം.

(c) നാളസൂത്രത്തുടെ കാണാതെ കണ്ടജ്ഞന്മാരും
മേദിനി തന്നിൽ പ്രതിമാദികൾതോറും
നടന്നാദരാലന്വേഷിച്ചു ദിനരായി വലയുന്നു
നിന്നുടെ കാരുണ്യ മില്ലായ്കയാൽ.....

(d) വിശ്വനായകൻ തിരുവെള്ളമെങ്ങിനെയെന്നു
വിശ്വസിക്കരുതതു വിശ്വസിക്കയും ചെയ്യാം.

(e) മൂലപ്രഭാവഭിന്നാലംബ പഞ്ചപഞ്ചാത്മനെ തെനമഃ.

(f) വേദവേദാംഗജ്ഞനായീടിനതപോധനൻ
ഏവം സേതു ബന്ധിച്ചാൻ.

ഇവകളുടെ അർത്ഥം വിശദമായി എഴുതുക.

IV. 1. അംഗജാരാതി ശിഷ്യശിഷ്യനാം ദ്രോണാചാര്യൻ.
വിശേഷണ പദത്തിൻെറ അർത്ഥം വിവരിക്കുക.

2. അതിനാൽ വാവുതോറും ദഹിച്ചീടുന്നു വനമിന്നുമെന്ന
റിഞ്ഞാലും.—എതിനാൽ.

3. മ്ലേഛജാതികളുടെ ഉത്ഭവം എങ്ങിനെ എന്നാണ് ഭാരതത്തിൽ പറഞ്ഞിരിക്കുന്നത.

4. ഭാര്യയാൽ ഉണ്ടാകുന്ന ഗുണങ്ങൾ എന്തെല്ലാം.

5 ദേവഋഷി പിതൃമാനുഷക്കുള്ള കടങ്ങൾ വീട്ടുവാൻ ചെയ്യേണ്ടുന്ന കർമ്മങ്ങൾ ഏവ.

6. നന്നല്ലശപിക്കുന്നതാരെയും ഒരുവക്കം
ആപത്തുവരുന്നേരം താപത്തിൽ മുഴുകായ്ക.

ഇവ ഏതെ സന്ദർഭത്തിൽ വായിച്ചിട്ടുണ്ടെന്നു പറയുക.

V. താഴെപറയുന്ന വിഷയങ്ങളിൽ ഭാരത കഥാകാലത്തിൽ ജനങ്ങളുടെ അഭിപ്രായങ്ങളും സമ്പ്രദായങ്ങളും എന്തെന്നു വിവരിക്കുക.

1. ഒരു സ്ത്രീ ഒന്നിലധികം പുരുഷന്മാരെ വിവാഹംചെയ്യുക.

2 സന്താനത്തിന്നായി ഒരു സ്ത്രീ അന്യപുരുഷനെ തല്ക്കാലം പരിഗ്രഹിക്കുക.

3. ഒരു പുരുഷൻ തന്നെക്കാൾ (a) ജാതിശ്രേഷ്ഠനായുള്ള സ്ത്രീയെ കല്യാണം കഴിക്കുക, (b) ജാതിഹീനയായ സ്ത്രീയെ കല്യാണം കഴിക്കുക.

VI. 1. ദേവയാനിയെ വിവാഹംചെയ്യാൻ ശുക്രൻ യയാതിയെ സമ്മതിപ്പിച്ചതും ശർമ്മിഷ്ഠതന്നെ കൈക്കൊൾവാൻ രാജാവിനെ സമ്മതിപ്പിച്ചതും ശർമ്മിഷ്ഠയെ കൈക്കൊണ്ടത തെററല്ലെന്ന യയാതി ശുക്രനെ തൃപ്തിപ്പെടുത്തിയതും എങ്ങിനെ.

2. 'നാരായണൻ' എന്നപദത്തിന്നു എന്ത അർത്ഥങ്ങൾ ഭാഗവതത്തിൽ പറഞ്ഞിരിക്കുന്നു.

3. പരഭൃതം - അഖണ്ഡലൻ - ബാഡശാത്മാ - ആനകദുന്ദുഭി, ഇവകളുടെ ധാത്വർത്ഥങ്ങൾ എഴുതുക.

4. ഭീഷ്മർ - കൃപർ - ദ്വൈപായനൻ - ആണിമാണ്ഡവ്യൻ ഈ പേരുകൾക്കു കാരണം സംക്ഷേപിക്കുക.

5 ശനൈഃ - സീമന്തരത്നം - ആമ്നായം - ദൌഹൃദം-ഉഗ്രാവാഗ്രോഗ്രാഹ്യം - ഉലൂഖലം - ധവിത്രം. കലേവംശ കലശാം ഭോരാശി രാകാശശി - ഇവകളുടെ അർത്ഥം എഴുതുക.

6. നി, സ, അനു. ഇവകൾ ഒരു പദത്തിന്റെ ആദിയിൽ ചേരുമ്പോൾ അവയുടേ പ്രയോഗം എന്തു.

VII. 1. സാമത്തെഭഗാമിനി ഇത്ഥം നിജനാഥ സുഭാഷിതം നി ശമ്യചിങ്ങം തെളിഞ്ഞുതടംഗം മുറുകെത്തഴുകി അധരം മുഹുഃ ബ്ഭ്ഭ്ഭ കൌതുകേന പീത്വാരമിച്ചു സുഖിച്ചുവാണാൾ അഹോ.

ഇതിനെ പദ്യമാക്കി എഴുതുക - പദ്യത്തിൻെറ വൃത്തവും ആ വൃത്തത്തിൻെറ ലക്ഷണങ്ങളും പറയുക.

2. ഗൂഢോക്തി - സ്വഭാവോക്തി - അൎത്ഥാന്തരന്യാസം - പ്രതീപം - ഒരം അലങ്കാരങ്ങളുടെ ലക്ഷണങ്ങളും വായിച്ചതിൽ നിന്ന ഉദാഹരണങ്ങളും എഴുതുക.

3. ബഹുപ്രീഹി, കൎമ്മധാരയം, ഒരം സമാസങ്ങൾ തമ്മിലുള്ള വ്യത്യാസം എന്തെന്നു സ്പഷ്ടമായി കാണിക്കുക. മലയാള ഭാഷയിൽ ബഹുപ്രീഹി ഇല്ലെന്നുള്ള അഭിപ്രായം ശരിയൊ.

4. ഹന്ത മനോഭവ നാടക ജലനിധിയിലാണു കളിച്ചു രസിച്ചിട്ടുവാനും — ഇതിൽ വല്ല അബദ്ധമൊ ഭംഗിക്കുറവൊ ഉണ്ടോ.

VIII. 1. തദ്ധിത സമാസം - സപ്തമ്യുപ്രഥമ - അലുക്ക്സമാസം ഇവ എന്തു ?

2. മലയാളത്തിൽ ദ്വികൎമ്മകക്രിയ ഉണ്ടൊ. ഉണ്ടെങ്കിൽ ഒരു ഉദാഹരണം എഴുതുക.

3. ഇത എന്നാൽ കഴിയില്ലാ ; അത ഇനിക്കു വേണ്ടാ ; കീഴിൽ വരച്ചിട്ടുള്ളപദങ്ങളെ വ്യാകരിക്കുക.

IX. ഉത്തരരാമായണം - കൃഷ്ണഗാഥ - തോരണയുദ്ധം, ആട്ടകഥ. ഇവയുടെ ഗ്രന്ഥകൎത്താക്കന്മാർ ആരാണ്. മലയാളഭാഷാ ചരിത്രത്തിൽ അവരുടെ സ്ഥാനം എന്തു.

ഇതിൻെറ ഉത്തരം 1½ ഭാഗത്തിൽ കവിയണ്ട.

WEDNESDAY, 17TH JANUARY, 2 TO 4 P.M.

MALAYALAM : TRANSLATION.

I. Translate into Malayalam : [See Hindustani Translation paper, page cc.]

II. Translate into English :

1. ആളികളോടും ക്രീടികേളികൾ കോലുംപോഴും
പ്രീളാദി മനോഹര ഭാവങ്ങൾ കാണുംപോഴും

പന്താടുന്നതു കണ്ടും പമ്പരക്കളികണ്ടും
ചിന്തുകൾ പാടുന്നതും ചന്തമാ യാടുന്നതും
ചാതുര്യംകണ്ടും വേണുവീണാദികളിൽ ശീല
മാധുര്യംകണ്ടും ഭാവഗാംഭീര്യം കണ്ടും നേത്ര
കാതര്യംകണ്ടും ചേതോവൈധുര്യം കണ്ടുംമാര
വൈകാര്യംകണ്ടും വാണുഹാസൌകര്യം കണ്ടുംവേഷ
സൌകമാര്യംകണ്ടും തല്ലാവണ്യംകണ്ടും വൃത്തി
ദാക്ഷിണ്യംകണ്ടും ഉള്ളിൽ കാരുണ്യംകണ്ടും നല്ല
താരുണ്യംകണ്ടും സ്മിതഭാഷിതം കേട്ടുംഭാവ
വൈവർണ്യംകലന്നിതു സവ്യസാചിക്കു മേന്മേൽ.

2 (*a*) വിന്ധ്യഗിരി നായകനെ സിന്ധു മുഴുകീടുമൊ.

(*b*) മാതൃദോഷം കൊണ്ടില്ല ദിവ്യന്മാക്കൊരു ദോഷം.

(*c*) ദേവംവാഴീജേന്ദ്രാവാഭവതായഥോ ദിഷ്ടം
.....തഥാകർത്താസ്മിക്ഷമാപതെ.

(*d*) താമസ ശീലമെല്ലൊ വൈരാനുബന്ധം നൂണാം.

(*e*) ദോഷമില്ലാത നമുക്കൊക്കയും ക്ഷമിപ്പതു
ഭൂഷണമാകുന്നതു കോപമുണ്ടായാൽ ആകാ.

(*f*) പ്രകൃതിഗുണവശാൽ ഉള്ള വാസനകളെ
സുകൃതമുള്ളവർക്കും നീക്കുവാൻ വേലയത്രെ.

3. ഏകദേശം രണ്ടായിരത്തിൽ ചുരുങ്ങാതെ പലവിധങ്ങളായ പുസ്തകങ്ങൾ ഇദ്ദേഹത്തിന്നുണ്ടായിരുന്നു. തർക്കം, സൃഷ്ടി തത്വജ്ഞാന ശാസ്ത്രം, മനോവികാര തത്വജ്ഞാന ശാസ്ത്രം, ഐഹികവൃത്തി തത്വശാസ്ത്രം, ശാരീരശാസ്ത്രം, പദാർത്ഥഗുണ ജ്ഞാന ശാസ്ത്രം, ലോക ചരിത്രങ്ങൾ, വ്യവഹാരശാസ്ത്രം മുതലായ സംഗതികളെ പററി പല പുസ്തകങ്ങളെ വളരെ പണം ചിലവചെയ്തു വാങ്ങി തൻെറ പഠിപ്പു മുറികളിൽ നിറച്ചിട്ടുണ്ടായിരുന്നു.

WEDNESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

ESSAY.

Write in your vernacular language an essay on "The advantages of a study of the Vernaculars"

SCIENCE DIVISION.

BRANCH I.

MONDAY, 22ND JANUARY, 10 A.M. TO 12 NOON.

GEOMETRY.

I. Prove that angles in the same segment of a circle are equal.

ABC is a triangle, J the centre of the escribed circle opposite to the angle A If the circle described with centre C and radius CJ meets JA and JB, or these produced, in D and E, respectively, prove that DE is parallel to AB.

II. If three points P, Q, R, lying respectively on the three sides BC, CA, AB of a triangle ABC, are collinear, prove that AR BP. CQ=RB. PC. QA.

III. Show how to draw a perpendicular to a given plane from a given point without the plane.

Show how to draw a straight line perpendicular to each of two non-coplanar straight lines.

IV. Prove that the locus of the middle points of a system of parallel chords of a conic is a straight line.

TP and TQ are tangents to a conic whose focus is S; and PQ and ST meet the directrix in R and K respectively. Prove that the diameter of chords parallel to RS passes through K.

V. QV is the ordinate of a diameter PV of a parabola whose focus is S. Prove that $QV^2=4SP.\ PV$.

PQ is a chord of a parabola. The diameter through any point R on the curve meets PQ and the tangent at P in V and W respectively, and QR meets the tangent at P in T. Prove that QT RT .: $WV^2 : WR^2$.

VI. The normal at any point P of an ellipse meets the transverse and conjugate axes ACA′, BCB′ in G and g respectively, and the diameter conjugate to CP in F. Prove that $PF \cdot PG=BC^2$, and $PF \cdot Pg=AC^2$.

If the tangent at P meet the conjugate axis in t, and CD be the diameter conjugate to CP, prove that $tg : Ct :: CD^2 : BC^2$.

VII. If through any point Q of an hyperbola a chord RQr be drawn meeting the asymptotes in R and r, and if CD be the semi-diameter parallel to RQr, prove that $RQ \cdot Qr=CD^2$.

Two hyperbolas have the same transverse axis. Prove that corresponding portions of a common ordinate intercepted between the curves and their respective asymptotes are in the ratio of the conjugate axes of the two hyperbolas

VIII. Prove that if a cone be cut by a plane whose inclination to the axis of the cone is less than the semi-vertical angle of the cone, the curve of section is an hyerbola. Show how to draw the asymptotes of the hyperbola.

MONDAY, 22ND JANUARY, 2 TO 5 P.M.

ALGEBRA AND PLANE TRIGONOMETRY.

N.B.—*Full marks will be awarded for answering about four-fifths of this paper.*

I. Solve the equations

$$x+y+z=2\,(yz+zx+xy)$$
$$x^2+y^2+z^2=\tfrac{3}{4}$$
$$xyz=\tfrac{1}{8}$$

II. Given one solution of the equation $ax+by=c$, find the general solution.

Find an expression for all numbers which when divided by 2, 3, 5, 7 leave remainders 1, 2, 3, 5 respectively.

III. If two numbers be expressed by the same series of digits, one in the scale of r and the other in that of k, prove that the remainders will be the same when the numbers are divided by $r-k$.

Show that the series $1+10+100+\ldots$ to n terms is divisible by 7 if 3^n-1 is divisible by 14.

IV. Prove the exponential theorem.

Show that $1^2+\dfrac{1^2+2^2}{\lfloor 2}+\dfrac{1^2+2^2+3^2}{\lfloor 3}+\ldots$ to infinity $=\dfrac{17e}{6}$.

V. Assuming that every equation has a root, prove that an equation of the nth degree has n roots and no more.

Prove that $\dfrac{(x-b-c)(x-c-d)(x-d-a)}{a+b-c-d}$

$$-\frac{(x-c-d)(x-d-a)(x-a-b)}{b+c-d-a}+\frac{(x-d-a)(x-a-b)(x-b-c)}{c+d-a-b}$$
$$-\frac{(x-a-b)(x-b-c)(x-c-d)}{d+a-b-c}=(a-c)(b-d).$$

VI. Find the value of the symmetric function $\Sigma(\alpha^2+\beta^2+\gamma^2)(\alpha^2+\beta^2+\delta^2)$ of the roots of the equation $x^4+px^3+qx^2+rx+s=0$.

VII. Give Descartes' method of solving the biquadratic $x^4+qx^2+rx+s=0$; and express the roots of the biquadratic in terms of the roots of the reducing cubic.

VIII. Prove that any value of x which renders $f(x)$ a maximum or a minimum is a root of $f_1(x)=0$.

Find and distinguish between any maximum or minimum values that $x^4-24x^2+64x+24$ may have.

IX. I, H, J, K are the centres of the inscribed and escribed circles of a triangle ABC. Show that the radius of a circle passing through any three of these points is twice that of the circumscribed circle of the triangle ABC.

X. Express $\sin^n\theta$ in terms of series of multiples of θ when n is an odd positive integer.

By putting $\theta=\frac{\pi}{4}$ deduce that

$$1+(8m+1)-\frac{(8m+1)8m}{\underline{|2}}-\frac{(8m+1)8m(8m-1)}{\underline{|3}}+\ldots$$
$$+\frac{(8m+1)8m\ldots(4m+2)}{\underline{|4m}}=2^{4m}.$$

XI. Expand $\tan^{-1}x$ in a series of ascending powers of x.

Show that π is approximately equal to

$$4(2\tan^{-1}\tfrac{2}{3}+\tan^{-1}\tfrac{1}{70}-\tan^{-1}\tfrac{1}{1100})$$

TUESDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

ANALYTICAL GEOMETRY.

N.B.—*Full marks will be awarded for answering about three-fourths of this paper.*

I. Show how to change from one system of rectangular axes to another passing through a new origin.

Find what the equation $2x^2+y^2=1$ becomes when transformed to the axes represented by the equation $x^2-y^2+2x+4y-3=0$.

II Find the condition that three straight lines whose equations are given should be concurrent.

Form the equations of the perpendicular bisectors of the sides of the triangle whose sides are $3x-4y-19=0$, $2x+11y+1=0$, $8x+3y+45=0$; and prove that the lines are concurrent

III. Find the condition that the equation $ax^2+2hxy+by^2+2gx+2fy+c=0$ should represent two straight lines If the intersection of the lines represented by this equation lie on the line $lx+my+n=0$, prove that $(ng-cl)(hf-bg)+(nf-cm)(gh-af)=0$.

IV Find the equation of the circumcircle of the triangle whose sides are $y=0$, $y=kx$, $y-\beta=m(x-a)$; and prove that the locus of the centre of the circle for different values of m is an hyperbola.

V Show how to find the equation of the normal at any point of the parabola $y^2=4ax$; and prove that through any given point three normals can be drawn to a parabola.

Two tangents to the parabola $y^2=4ax$ intercept a constant length c on the directrix. Prove that the locus of their point of intersection is the curve $c^2x^2=(y^2-4ax)(x+a)^2$.

VI. Show how to find the equation of the tangent to the ellipse $\frac{x^2}{a^2}+\frac{y^2}{b^2}=1$ at the point whose eccentric angle is ϕ; and find the condition that the line $lx+my+n=0$ should touch the ellipse

If the equation of the tangent at any point P of the ellipse $\frac{x^2}{a^2}+\frac{y^2}{b^2}-1=0$ be $\frac{x}{a}\cos\phi+\frac{y}{b}\sin\phi-1=0$, prove that the equations of the tangents at the other extremities of the focal chords through P are $\frac{x}{a}\cos\phi+\frac{y}{b}\sin\phi-1+\frac{2a}{b^2}(1\pm e\cos\phi)(a\pm ex)=0$.

VII. Prove that of two conjugate diameters of an hyperbola one only meets the curve in real points.

If CP be a semi-diameter of the hyperbola $\frac{x^2}{a^2}-\frac{y^2}{b^2}=1$, and if the diameter conjugate to CP meet the conjugate hyperbola in d, prove that $CP^2-Cd^2=a^2-b^2$.

VIII. Show how to find the equation of an hyperbola referred to its asymptotes as axes.

Prove that the locus of the middle points of normal chords of the rectangular hyperbola $2xy=a^2$, is the curve $a^2(x^2-y^2)^2+8x^2y^2=0$.

IX. Show how to find the latus rectum and the equation of the axis of the parabola $(ax+by)^2+2gx+2fy+c=0$.

X. Trace the curves

1. $(2x+y)^2-2x+4y+5=0$;
2. $2x^2+2xy-3x+y=0$.

TUESDAY, 23RD JANUARY, 2 TO 5 P.M.

DIFFERENTIAL CALCULUS.

I. Explain what is meant by a differential coefficient; and find from first principles the differential coefficients of $\sin x$, $\log x$, $\tan^{-1}x$.

Differentiate $\sin^{-1}(\tan^{-1}x)$, $(\sin x)^{\cos x}$, $\frac{x^n+a^n}{x^n-a^n}$, $\log(\sec x+\tan x)$.

II. State and prove Leibnitz's theorem for the nth differential coefficient of the product of two functions; and use it to find the nth differential coefficient of $x^3\sin x$.

If $y=\frac{a}{\sqrt{x}}\cos\left(\frac{3}{2}\log x+b\right)$, show that

$$2x^2\frac{d^{n+2}y}{dx^{n+2}}+4(n+1)x\frac{d^{n+1}y}{dx^{n+1}}+(2n^2+2n+5)\frac{d^ny}{dx^n}=0.$$

III. Explain how a differential coefficient can be used to measure the rate of increase of a function. Give an illustration.

The rate of increase of y, a function of x, is proportional to the square root of y; show that this rate is itself increasing at a constant rate.

IV. If $y=\frac{1}{2}\log\frac{1+x}{1-x}$, show that

$$\frac{2}{\lfloor n-1}\frac{d^ny}{dx^n}=\left(\frac{e^y+e^{-y}}{2}\right)^n\left[e^{ny}-(-1)^ne^{-ny}\right].$$

V. Show how to find the maxima and minima values of a function of a single variable, and discriminate between them

P is a point within the angle AOB. Show how to draw a line APB through P so that OA+OB may be a minimum, and prove that OA . AP=OB . BP

VI. Find expressions for the subtangent and subnormal at any point of a curve.

The tangent at any point P of the ellipse $\frac{x^2}{a^2}+\frac{y^2}{b^2}=1$ meets the axes in A and B. The rectangle OAQB is completed. Find the coordinates of Q in terms of those of P, and prove the following construction for the tangent to the locus of Q· Draw OR making with the axis of x on the opposite side from P an angle equal to POA and meeting the tangent at P in R. Then QR is the required tangent.

VII. Investigate the position and nature of the double points of the curve $f(x, y)=0$.

Show that there is a cusp at the point (0, 1) of the curve $x^{\frac{3}{2}}\pm y^{\frac{3}{2}}\pm 1=0$, and determine its nature.

VIII. Show how to find the points of ultimate intersection of two consecutive curves of the family $f(x, y, c)=0$.

Determine the envelope of the parabolas

$x^2+y^2=(x\cos a+y\sin a+a)^2+c^2$, a being a variable parameter.

IX. Prove that the radius of curvature at any point of a curve is equal to $r\frac{dr}{dp}$, where r is the radius vector and p the perpendicular from the pole on the tangent.

The equation of a curve in polar co-ordinates is $r=a\cos^2\frac{\theta}{2}+b\sin^2\frac{\theta}{2}$. Show that $\frac{1}{\rho}=\frac{2p}{r^2}-\frac{(a+b)p^3}{2r^5}$.

X. Trace the curves (1) $x^2y^2=a^3(x+y)$,

(2) $\theta=\tan\frac{r}{a}$.

WEDNESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS.

N B.—*Full marks will be awarded for answering about five-sixths of this paper.*

I. Define the moment of a force about a point; and prove that

the algebraical sum of the moments about any point of two forces acting on a particle is equal to the moment of their resultant about the same point.

ABC is a triangle, O any point in its plane. Forces act at O represented by OA, OB, OC, respectively. Construct geometrically the line OP representing the resultant, and prove that if the moment of this resultant round A is constant, O lies on a straight line.

II. Define a couple; and show that a system of forces in one plane acting on a rigid body can be reduced to a single force acting at any arbitrarily chosen point, and a couple.

A hemispherical bowl of radius r rests on a smooth horizontal table, and partly inside it rests a rod of length $2l$. Show that the position of equilibrium is given by the equations $l \sin(\alpha+\beta)=nr \sin \alpha$ $=-2r\cos(\alpha+2\beta)$, where α is the inclination of the base of the hemisphere to the horizon, 2β the angle subtended at the centre by the part of the rod within the bowl, and n the ratio of the weight of the hemisphere to that of the rod.

III. State the laws of friction.

An isosceles triangle whose vertical angle is A rests with one end of its base on a rough horizontal plane and the other against a smooth vertical wall. Show that the least angle its base can make with the horizontal plane is given by the equation $\cot\theta=2\mu+\frac{1}{2}\cot\frac{A}{2}$, where μ is the coefficient of friction.

IV. Explain the terms, *momentum*, *poundal*, *foot-pound*, *foot-poundal*, *horse-power*. An engine of horse-power 240 draws a train of 80 tons up an incline of 1 in 112, the resistance to motion apart from gravity being equal to the weight of 16 lbs. per ton. Find the maximum speed.

V. Prove that the path of a projectile is a parabola; and show that for a given velocity of projection there are two possible directions of projection from any point so that the particle may pass through another given point.

Show that the direction in which a heavy particle must be projected in order to impinge at a given angle on an inclined plane through the point of projection, is given by the equation $\cot\theta=\cot\phi+2\tan\alpha$, where α is the inclination of the plane to the horizon, and θ, ϕ are the angles made with the plane by the directions of projection and impact respectively.

VI. Two spheres of given masses impinge directly. find the loss of kinetic energy.

A particle of elasticity e is projected from a point in one of the sides of a square which is fixed in a horizontal position. Find the direction of projection so that after rebounding from the three sides in order, the particle may return to the point of starting.

VII. Define simple harmonic motion. If a particle is moving harmonically in a straight line, find its velocity at any point of its path.

A particle is initially at a distance c from a fixed point, and its acceleration is directed towards, and is equal to μ times its distance from the fixed point. If it is projected with velocity v in the direction opposite to the centre, show that it will first come to rest in time $\frac{1}{\sqrt{\mu}} \cos^{-1} \frac{c\sqrt{\mu}}{\sqrt{(v^2+\mu c^2)}}$.

VIII. Show how to find the distance of the centre of inertia of a system of material masses from a given plane.

A plane figure is made up of a right-angled triangle and the squares described on the sides and hypotenuse as in the figure of Euclid I. 47. Find the distance of the centre of inertia of the figure from the hypotenuse of the triangle.

IX. Define a simple pendulum; and find the time of a small oscillation.

THURSDAY, 25TH JANUARY, 10 A.M. TO 1 P.M.

HYDROSTATICS, PNEUMATICS, AND OPTICS.

N.B.—*Full marks will be awarded for answering about three-fourths of this paper.*

I. Prove the following rule for determining the centre of pressure of any liquid on a plane surface: Consider the liquid contained in a cylinder with axis vertical, which stands on the plane area and extends upwards to the free surface. The vertical through the centre of gravity of this cylinder meets the plane area in the centre of pressure required.

Find the centre of pressure of a triangle totally immersed in a homogeneous fluid with one side in the surface, (1) neglecting the atmospheric pressure, and (2) taking it into account.

II. Deduce the formula $p = kp\ (1+\alpha t)$ from the experimental laws of gases.

A glass receiver of capacity 225 cubic inches contains a certain quantity of air at a temperature of 52°C. A quantity twice as great is contained in another receiver, of capacity 252 cubic inches, at a temperature of 0°C. Compare the pressures of the air in the two receivers.

III. Investigate the conditions of equilibrium of a body floating in a liquid, (1) when the body is free, (2) when it can turn freely about a point which is fixed.

A square lamina of uniform material has its plane vertical and one angle fixed in the surface of water. If in the position of equilibrium the side which is not immersed is inclined at an angle

of 30° to the horizon, show that the specific gravity of the lamina is ·715 nearly.

IV. Show how the common hydrometer is employed to compare the specific gravities of two liquids. How should the stem be graduated so as to indicate equal differences in density?

A common hydrometer, when placed successively in three different liquids, floats with 5, 7, and 10 equal divisions above the surface. If the specific gravities of the first two liquids be ·8 and ·9 respectively, find the specific gravity of the third.

V. Describe the construction and mode of action of Smeaton's air-pump. If the volume of the receiver be nine times that of the barrel, after how many strokes will the density of the air be reduced to one-half of its original density?

VI. A luminous point is placed between two plane mirrors inclined at an angle of 19°. Find the total number of images formed by successive reflexions.

VII. A portion of a spherical shell of glass, whose interior and exterior radii are r and s, is silvered on the outer surface. Prove that the image of a point in its axis formed by two refractions and an intermediate reflexion, coincides with the image produced by a concentric speculum of radius $\frac{3rs}{2r+s}$. $\left[\mu \text{ for glass} = \frac{3}{2}.\right]$

VIII. Prove that when a ray of light passes symmetrically through a prism, the deviation is a minimum.

Two prisms, whose refracting angles are right angles and refractive indices μ_1 and μ_2, $(\mu_1 > \mu_2,)$ are placed with their edges and faces parallel, and their refracting angles opposed. Prove that the minimum deviation of a ray passing through both prisms is $\sin^{-1}(\mu_1^2 - \mu_2^2)$

IX. A small divergent pencil of rays proceeding from a luminous point Q, converges to a point q after direct refraction through a thick lens. Find the position of each point when the other is at infinity.

A thin convex lens A, of focal length a, is placed at a distance a in front of a concave mirror B of focal length b. PQ is a small object placed perpendicular to the common axis BAP, and pq its image formed by rays which have passed twice through the lens and have undergone an intermediate reflexion. Prove that $AP + Ap = 2a - \frac{a^2}{b}$, and that $PQ = pq$. Is the image erect or inverted?

X. Describe Huyghens' and Ramsden's eye-pieces. What advantage does each possess over a single eye-lens? A Ramsden's eye-piece, consisting of lenses of 1 inch focal length, is used as a microscope by a person whose distance of distinct vision is 8 inches. Determine the magnifying power.

THURSDAY, 25TH JANUARY, 2 TO 5 P.M.

SPHERICAL TRIGONOMETRY AND ASTRONOMY.

I. Prove that in any spherical triangle ABC,

(1) $\cos c = \cos a \cos b + \sin a \sin b \cos C$;

(2) $\dfrac{\sin A}{\sin a} = \dfrac{\sin B}{\sin b} = \dfrac{\sin C}{\sin c}$.

If α, β, γ be the arcs bisecting the angles A, B, C, respectively, show that

$$\cot \alpha \cos \frac{A}{2} + \cot \beta \cos \frac{B}{2} + \cot \gamma \cos \frac{C}{2} = \cot a + \cot b + \cot c.$$

II. Prove that in any spherical triangle ABC, $\sin \dfrac{A+B}{2} \cos \dfrac{c}{2} = \cos \dfrac{a-b}{2} \cos \dfrac{C}{2}$; and deduce the equation $\tan \frac{1}{2} E \tan \frac{1}{2} (C-E) = \tan \dfrac{s-a}{2} \tan \dfrac{s-b}{2}$, where 2E is the spherical excess.

III If R be the radius of the circumcircle of the spherical triangle ABC, prove that $\tan R = \tan \dfrac{a}{2} / \sin (A-E)$.

If the side c be a quadrant, show that the circumradius of the colunar triangle $ABC' = \cot^{-1}(\sin E)$.

IV. Explain the terms *ecliptic, equinox, node, perigee, apsides, sidereal time.*

If a sidereal clock indicates 22 hours at 4 o'clock in the afternoon, about what time of the year is it?

V. State Kepler's laws of the planetary motions.

Explain the cause of the unequal lengths of the seasons.

VI. Explain how the position of the first point of Aries and the obliquity of the ecliptic are determined.

Define and account for the equation of time. Determine its nature in November.

VII. Explain generally, with the aid of a diagram, the changes of phase of the moon.

Why is there not an eclipse of the sun at every conjunction of the moon?

VIII. Define the synodic period of a planet. This being given, deduce the sidereal period.

Supposing a superior and an inferior planet should have the same synodic period, what would be the relation between their mean distances from the sun?

IX. Explain the method of finding longitude by lunar distances.

At $9^h\ 42^m\ 8^s$ P.M. mean local time the distance of α Arietis from the moon's centre is observed to be $45^\circ\ 30'\ 16''$. At noon and

at 3 P.M. at Greenwich the distances are 44° 56′ 11″ and 46° 23′ 39″ respectively. Find the longitude of the place of observation.

X. Show how to find the latitude by simultaneous observations of the altitudes of two known stars.

If two stars whose declinations are δ_1 and δ_2 appear on the horizon at the same instant, prove that ϕ, the latitude of the place of observation, is given by the equation $\cot^2\phi \sin^2\alpha = \tan^2\delta_1 - 2 \tan \delta_1 \tan \delta_2 \cos \alpha + \tan^2\delta_2$, where α is the difference of the right ascensions of the stars.

BRANCH II.A.

MONDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

Two questions only from each section are to be attempted.

A.

I. State the law of universal gravitation, and show how you may test the truth of that part of it which refers to distance.

II. A barometer tube full of mercury is sunk in a deep trough of mercury, so that 15cms. only stand above the level of the liquid in the trough. Supposing normal conditions of temperature and pressure, what force will be necessary to counterpoise it, supposing it hung from one arm of a balance? Explain.

III. Trace the transformations of energy when a quantity of coal is burnt in a locomotive engine pulling a heavy train.

B.

IV. State the laws of the transverse vibrations of stretched strings, and say how you would proceed to demonstrate them.

V. Describe the condition of the air in (1) a closed organ pipe, (2) an open organ pipe, when yielding their fundamental note.

VI. You are given a series of rods of the same material and thickness but of different lengths, and an organ pipe? How could you use these to determine the velocity of sound in air?

C.

VII. You are given a glass rod of which the co-efficient of linear expansion is accurately known. Explain how you might use this to obtain the co-efficient of real expansion of a liquid.

VIII. State the principle upon which the use of the pendulum in a clock depends. Describe carefully some form of compensation for the effect of change of temperature.

IX. Give a brief account of the part played in nature by convection. Explain generally in what ways we can obtain an artificial fall of temperature.

D.

X. Explain why a pond always appears to be shallower to the eye than it really is, and obtain an expression for the apparent depth when the observer looks vertically downwards. Standing at the edge of the water, no matter how clear the water, the bottom cannot be seen beyond a short distance from the edge. Account for this.

XI. Trace the path of a pencil of rays from a luminous point through a prism of small angle to the eye of an observer Hence trace the path of a similar pencil through a double convex lens, showing in each case the apparent position of the point.

XII. Give an account of the solar spectrum as obtained by the use of lenses and prisms of rock salt, noting especially the distribution of energy in the solar rays which this reveals.

E.

XIII Explain the action of the electrophorus. Devise some mechanical arrangement for making its action continuous and automatic. What is the source of the energy obtained by its action?

XIV. A heavy copper disc is caused to rotate between the poles of a powerful electromagnet, about a diameter in a plane at right angles to the magnetic axis. Explain what occurs. Indicate how you might take advantage of this to obtain an expression for the mechanical equivalent of heat.

XV. State and explain the laws of electrolytic action. How can these laws be applied to the measurement of a current of electricity? What will such an arrangement really measure?

MONDAY, 22ND JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. What is the weight in criths, under standard conditions of temperature and pressure, of one cubic metre of each of the following gases; hydrogen, oxygen, hydrochloric acid, ammonia, marsh gas, carbon monoxide?

II. Write equations for the changes which occur (1) when ammonium nitrate, (2) ammonium nitrite, is heated. What is the volume of the gas produced from 50 grammes of each salt, measured at 25°C. and under a pressure of 720 mm. of mercury?

III. Hydrogen is said to have a diatomic molecule, mercury and phosphorus (in the gaseous condition) a monatomic and a tetratomic molecule, respectively. Upon what evidence are these statements based? Certain elements are believed incapable of forming monatomic molecules. Why?

IV. Write an equation for the principal chemical change which takes place when gunpowder explodes. Assuming that gunpowder decomposes according to this equation, calculate the percentage

composition of the powder which will yield the maximum explosive effect. K : N : O : S : C = 39 1 : 14 : 16 : 32 : 12.

V. State the laws of Henry and of Dalton relating to the absorption of gases by water. The absorption coefficient of oxygen at 0°C being 0·04114, and that of nitrogen at the same temperature being 0·02035, while the volumetric composition of air is oxygen 20·96, nitrogen 79·04; calculate the percentage composition of air dissolved in water.

VI. Enumerate Faraday's laws of electrolysis, and describe what takes place when a current is passed through a solution of copper sulphate (1) with copper electrodes, (2) with platinum electrodes.

VII. 0·5 gramme of a manganese ore is heated with hydrochloric acid, and the evolved gas passed into a solution of potassium iodide. When the reaction is complete it is found that 1·325 grammes of iodine have been liberated. Calculate the percentage of manganese dioxide in the ore and describe a method by which the amount of free iodine may be determined.

Mn : Cl : I = 55 : 35·5 : 127.

VIII. What are amalgams? How would you prepare amalgams of ammonium, sodium, copper, and silver? Describe the chemical and physical properties of each. Mention some useful applications of bodies of this class.

IX. Give a brief description of the manufacture of glass. Mention the principal varieties of glass and how they differ in chemical composition and physical properties. For what purpose is pyrolusite used in the manufacture of glass, and how does it act?

X. Mention the chief compounds of the metals of the alkaline earths which occur in nature, giving both their mineralogical and chemical names. Are any of these minerals isomorphous or dimorphous? Describe two methods by which you could recognize the presence of each metal in a mixture containing them all.

TUESDAY, 23RD JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

I. Determine the components of a force in two given directions, and hence show how to find the resultant of any number of forces acting at a point.

Forces act at the angular point A of a regular hexagon ABCDEF, represented in magnitude and direction by 2 AB, 2 AC, AD, 2 AE and 2 AF. Find their resultant in magnitude and direction.

II. Define the moment of a force about a point, and prove that if the sum of the moments of any number of forces acting at a point about each of three points not in one straight line separately vanish, the forces will be in equilibrium.

A uniform circular disc centre O is supported on three pegs A, B, C, the points A, B, C being in one horizontal plane. If $OA = a$, $OB = b$, $OC = c$, $AOB = \theta_1$, $BOC = \theta_2$, find the pressures on the pegs.

III. C is the centre of gravity of two masses m_1 m_2 at A and B. Show that if the mass m_2 at B moves with uniform velocity to a new position B^1, the centre of gravity of m_1 and m_2 will also move with uniform velocity to a new position C^1 such that CC^1 is parallel to BB^1 and $CC^1 = \times \frac{m_2}{m_1 + m_2} BB^1$.

A uniform square sheet of paper ABCD has one corner C folded over so that it coincides with a point O in AC where $AO = \frac{1}{4} AC$, and the portion thus folded over is cut off. Find the centre of gravity of the remainder.

IV. What is the use of a machine, and what is meant by its mechanical advantage?

In that system of pulleys in which there is only one string which goes round all the pulleys, a force P supports a weight W. If P and W are interchanged, show that the weight which must be added to P to produce equilibrium is $\frac{W^2 - P^2}{P}$.

V. Two smooth rods are fixed in the same vertical plane at inclinations α and β to the horizon. A ring whose weight is W_1 is placed on the rod inclined at an angle α, and a ring of weight W_2 on the other, and the two are connected by a string of given length. Show that, if θ be the inclination of the string to the vertical in the position of equilibrium,

$$(W_1 + W_2) \cot \theta = W_1 \cot \beta - W_2 \cot \alpha.$$

VI. State and prove the parallelogram of velocities.

A body on a level plane is caused to move upwards with a velocity of 80 feet per second and horizontally with a velocity of 25 feet per second. Find the greatest height reached, the whole time of motion, and the range on the level plane.

VII. State what is meant by the dimensions of a physical quantity in mass, space, and time; and write down the dimensions of velocity, impulse, energy, and power.

Determine that point in the hypotenuse of a right-angled triangle, having its base parallel to the horizon, from which the time of a body's descent down an inclined plane to the right-angle is least.

VIII. State Newton's second law of motion, and apply it to determine at what rate the mass of a moving particle must increase, when acted on by a constant force, that the velocity may remain unchanged.

A mass of one kilogram initially at rest has moisture deposited on it at the rate of 1 gram per second and is acted on by a force of 10 dynes. Find its velocity at the end of 10 seconds.

IX. One end of a weightless string is attached to a beam at the point A The string then passes under a pulley of mass M, and then up over a fixed pulley B, and to the other end of the string a mass m is attached If all the portions of the string are parallel, determine the acceleration of M and m.

If $M = 12$ lb and $m = 4$ lb, find the spaces passed over by each from rest in 5 seconds.

X. Distinguish between kinetic and potential energy.

A mass of 1 ounce impinges directly on a mass of 10 lb. at rest, which is suspended by means of a string, and remains imbedded in it. The 10 lb. mass is observed to rise through a vertical distance of 6 inches. Find the velocity with which the 1 ounce mass struck it

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WEDNESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. 1. Express the units of momentum, force, energy, power, and pressure in terms of the fundamental C. G. S. units.

2. A rifle ball, of mass 1 oz., is fired from a rifle, whose barrel is 3 ft. long, with a velocity of 1,500 ft per second, and hits a target 3,000 ft. distant with a velocity of 1,200 ft. per second, piercing it to a depth of $\frac{1}{2}$ inch Find (*a*) the average force of the exploded gunpowder in the barrel, (*b*) the time taken by the ball to move through the barrel, (*c*) the average force of air resistance, (*d*) the amount of heat generated by the impact if there is no rebound.

II. 1. Explain what is meant by the simple pendulum equivalent of a compound pendulum, and describe some method of finding it.

2. If the length of a second's pendulum be shortened by 5 per cent., how many seconds a day will it gain?

III. A ball of mass 8 oz. is whirled at the end of a string 4 ft. long. The string passing over a pulley at the centre of rotation is tied to a weight of 10 lb. How many revolutions per minute must the 8 oz. mass make that the tension of the string may just suffice to lift the 10 lbs. weight?

IV. 1. State the laws of transverse and of longitudinal vibration of a stretched string, explaining in what respects the transverse and longitudinal notes given by the same string differ and why.

2. Find the note that will be sounded by a brass wire 3 ft. long and $\frac{1}{10}$ in. diameter, stretched by a weight of 6 lb.

V If two pipes, one open and one closed, be sounding the same fundamental note, their quality is different. Explain this clearly.

VI. What length of resonance box, closed at one end, should be used with an E tuning fork, assuming the C fork to give 256 vibrations per second?

VII. What may König's manometric flame experiments be used to demonstrate?

VIII. 1. Investigate the relation between the distances of the conjugate foci of a double convex lens.

2. A short-sighted person can see to read clearly when the page of a book is 4 inches away, what focal length of spectacles must he use to enable him to read at 12 inches distance?

IX. Describe briefly, but clearly, Foucault's method of determining the velocity of light. How did he prove that this velocity is less in water than in air, and what importance attaches to this fact?

X. Explain clearly some method of practically finding the wave length of homogeneous light.

XI. If a beam of light admitted by a hole in the door of a dark room passes through a Nicol's prism and then through a double image prism, describe what is seen on the screen as we turn round the Nicol.

If a thin uniform plate of selenite or mica is introduced between the Nicol and the double image prism, what will now be seen (1) when we turn the Nicol and (2) when we turn the selenite or mica?

WEDNESDAY, 24TH JANUARY, 2 TO 5 P.M.

PHYSICS.

1. Explain how the pressure of a vapour corresponding to any given temperature can be determined, and give (roughly) the pressure of aqueous vapour at 0°, 50°, 100°, and 200°C. What happens when water is heated to a high temperature in a confined space?

II. Describe what is known as the spheroidal state, and give an explanation of the phenomena.

III. In designing a lens of a given focal length to act as a "burning glass," what material would you select, and what constants would you need to know for the material?

IV. Describe the radiométer. How would its action be affected (1) if the vanes were made of thin sheets of silver polished on both sides, (2) if they were of rock salt coated on one side with alum?

V. Define the "dew-point," and describe a method of determining it. At what rate (expressed as horse-power) is energy liberated by rain falling at the rate of an inch an hour over 100 square miles?

VI. Prove that, when the distances are not too small, the intensity of the field at any point in the axial line is inversely as the cube of the distance from the centre of a magnet.

VII. How can the total force of the earth's magnetism at any point be accurately determined?

VIII. Define electrical potential and capacity. Two spheres of

capacities C and C_1, charged to potentials V and V_1 by quantities of electricity Q and Q_1, are put in contact. What is the potential after the contact, and what amount of energy was spent on the spark which took place when they were brought together?

IX. Describe the construction of an incandescent electric lamp.

A number of incandescent lamps are lighted by means of a dynamo. What effects will be produced on the remaining lamps by the breaking of the filament in one or more of the lamps, the lamps being arranged in multiple arc, (1) when the dynamo gives a constant difference of potential between the terminals, (2) when it gives a constant current?

X. What are the practical units of potential, resistance, and quantity of electricity? How are they connected with each other and with the C. G. S. units?

BRANCH II.A. AND B.

THURSDAY, 25TH JANUARY, 10 A.M. TO 1 P.M.

CHEMISTRY.

Practical Examination.

Two dry substances, marked A and B, are given for analysis. They are to be examined by both dry and wet reactions, and the analyses are to be tabulated in a systematic manner. No marks will be given for any results unless it is shown how they have been obtained.

The following list includes the substances given:

Aluminium phosphate, aluminium sulphate, ammonium chromate, ammonium iodide, antimony trioxide, barium phosphate, bismuth nitrate, bismuth sulphate, boric acid, cadmium sulphate, calcium arsenate, calcium chromate, calcium hypophosphite, calcium phosphate, chromium phosphate, chromium sulphate, cobalt sulphate, copper arsenate, copper chromate, copper phosphate, ferric arsenate, lead chloride, lead dioxide, lead phosphate, lead sulphide, magnesium chlorate, magnesium iodide, magnesium phosphate, manganese borate, manganese dioxide, manganese phosphate, manganese sulphide, mercurous chloride, silica, sodium fluoride, strontium chlorate, strontium chromate, strontium phosphate, zinc chromate, zinc phosphate.

BRANCH II.B.

MONDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. Find the conditions that a body should float in a given position in a liquid.

A piece of metal, whose volume at 0°C. is 100 c.c., is weighed in air at that temperature, and again when its temperature and the temperature of the surrounding air is 100°C., the pressure being unaltered. If the mass of a litre of air at 0°C. at that pressure be 1·293 grams, the coefficient of expansion of air 0·00367, and the coefficient of linear expansion of the metal 0·000012, find the apparent alteration in weight.

II. Define the terms—acceleration, force, pressure.

Describe how the acceleration of a body falling freely at different places may be compared.

If the pressure of the atmosphere at London and Colombo be the same at a certain instant, would you expect to find any difference in the heights of two mercury barometers read at the two places at that instant? If there be any difference, how do you account for it?

III. Define the terms solid and fluid; and point out the difference between a liquid and a gas.

Describe any form of air-pump and calculate the density of the gas in the receiver at any stage of the exhaustion.

IV. How may the number of vibrations corresponding to a given note be determined?

Describe the oscillations of the air in an organ pipe with open end, and show how the velocity of sound in different gases may be compared by means of an organ pipe and a syren.

V. What are the relations between the pressure, volume, and temperature of a gas?

The temperature of −273°C. is sometimes spoken of as the absolute zero of temperature. How is this deduced, and what assumptions are made in deducing it?

VI. State the doctrine of 'conservation of energy,' and give an account of any one of the methods by which Joule determined the dynamical equivalent of heat.

VII. If the absolute indices of refraction for a particular light of two media A and B are known, show how to determine the refractive index from A to B; pointing out any experimental facts you use, and the way they may be proved.

VIII. Describe the construction and the use of the different parts of a telescope

A telescope has been used to observe a distant object. If it be now directed to a nearer object will the distance between the eye lens and the object lens have to be increased or diminished? Explain clearly and give a diagram.

IX. What is a condenser of electricity?

Two parallel plates A and B are kept at a certain distance apart and in air, and the difference of potential between them is kept constant. What effect, if any, will be produced on the charges on the plates by introducing a glass plate between A and B?

X. What is meant by the terms 'magnetic' and 'diamagnetic?' Give several examples of 'diamagnetic bodies.'

XI. How would you arrange a number of similar cells of the same E. M. F. and internal resistance so that they may give the maximum current in an external circuit of definite resistance? Prove that the arrangement you propose will give the maximum current.

XII. Describe how (1) a wire ring, (2) a solenoid, carrying currents and suspended so as to be free to move, will place themselves in the Earth's magnetic field.

MONDAY, 22ND JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. How do chemical compounds differ from mechanical mixtures? Illustrate these differences by examples of both classes of bodies. Under which class would you place 'solutions' and 'alloys'? Give reasons for your answer.

II. What volume of air is required for complete combustion of twelve litres of sulphuretted hydrogen, both gases being measured at 0°C. and 760 mm., and what volume will the products of the combustion occupy at 100°C. and 770 mm.?

III. What is the law of isomorphism? Explain how it has been used in the determination of atomic weights.

IV. State the law which expresses the relation between the specific heat and the atomic weight of an element; and name the elements which are exceptions to the law.

V. How may spontaneously inflammable phosphuretted hydrogen be produced? Express the reactions by means of equations. To what substance is the spontaneous inflammability due, and how may it be removed from the gas? Give a method of preparing the gas by which the production of this impurity is avoided, and write an equation for the reaction.

VI. Describe how ammonia may be produced by direct union of its elements, and how the volumetric composition of the gas may be proved.

VII. Describe the two principal processes by which lead is desilverized.

VIII. How is hydrogen peroxide prepared? This compound may act both as an oxidising and as a reducing agent: give two examples of each mode of action, with equations for the changes which take place.

IX. Describe the changes which occur when the following substances are heated in contact with air: (1) sodium thiosulphate, (2) lead nitrate, (3) arsenious sulphide, (4) ferrous sulphate, (5) ammonium magnesium phosphate, (6) potassium bichromate, (7) magnesium chloride.

TUESDAY, 23RD JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. What is Avogadro's law? Upon what experimental evidence is it based? Explain its importance in chemistry.

II. Give a general account of the attempts which have been made in recent times to determine the relative positions of the atoms in certain compounds.

III. How may the chlorides and oxychlorides of phosphorus be prepared; for what purposes are these bodies used in chemical research? Illustrate your answer by examples.

IV. Give the mineralogical and the chemical names of the metallic carbonates which are found in nature; and arrange them according to their crystalline forms.

V. Give a description of the manufacture of (1) carbonate of soda, and (2) alum.

VI. Mention the chief ores of mercury and of tin; and describe how these metals are obtained from them.

VII. How may potassium chromate and potassium bichromate be made from chrome iron ore? Write equations to show (1) how the bichromate acts when heated with sulphuric acid; and (2) how sulphuretted hydrogen acts upon an acidified solution of the chromate. What salts are isomorphous with potassium chromate? Mention the metallic chromates which are soluble in water.

VIII. Name the oxy-acids of sulphur which contain two or more atoms of sulphur in the molecule, and describe the methods of preparing those which have been isolated, giving equations for all chemical changes involved.

IX. Describe how the different allotropic forms of silicon may be prepared. How would you obtain silica from an alkaline silicate? Give a brief account of the general properties of silicates.

WEDNESDAY, 24TH JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. State, without describing the processes, the principle employed in the determination of vapour density by the methods of Dumas, von Hofmann, and V. and C. Mayer.

II. 0·338 gramme of carbon tetrachloride yielded 109·8 c.c. of vapour at 99·5°C. The barometer stood at 746·9mm., and the difference of level was 283·4mm. The temperature of the air was 16°C. The co-efficient of expansion of mercury for 1°C is 0·00018. Calculate the vapour density of the substance.

III. An acid is found to have the following percentage composition: Carbon 40·0, Hydrogen 6·6, Oxygen 53·4 (by difference). Its

silver salt contains 54·8 per cent. of the metal. Calculate its molecular formula, and state what acid it is.

IV. Define the terms—*homologous series, isologous series, metamerism, geometrical isomerism*, and give examples of each.

V. How are the paraffins classified? Mention the first member of each series, and write its graphic formula.

VI. By what methods may the sulphonic acids of the alcohol radicals be prepared; with what bodies are their salts and ethers isomeric; and how do the two classes of bodies differ in properties? What views are held of the constitution of each?

VII. What is asparagine; how is it obtained from succinic acid, and how may it be converted into malic acid?

VIII. There are two hydrocarbons having the formula C_3H_6. Write their graphic formulæ, and state how each is named and prepared.

IX. Describe how the substituted atoms or groups of atoms in any di-substitution derivative of benzene have been localized. How would you prove to which series any given tribromo-benzene belonged?

X. Describe the synthesis of indigotin from (1) cinnamic acid, (2) benzoic acid. How does indigotin behave (1) with oxidizing agents, (2) when heated with caustic potash?

XI. What are the sources from which naphthalene is derived? Describe a method by which it has been synthesized. What evidence is there in support of the formula usually given to it?

XII. In how many modifications do the di-substitution products of naphthalene exist (1) when the substituents are similar, (2) when they are dissimilar? Write the formulæ of all the dichlornaphthalenes.

BRANCH III.

MONDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

GENERAL BIOLOGY.

I. What is meant by the *terminal* or *apical cell* in Chara? Show how by the repeated division of this cell, the whole plant is built up.

II. Contrast the mode of nutrition in *Protococcus* with that which occurs in *Torula (Saccharomyces)*.

III. How are the tissues of which the Bean plant is composed, arranged in the stem and in the leaf? And how does this arrangement correspond and differ from that which is found in the stem and frond of a Fern?

IV. How is starch formed in the leaves of plants? Of what use is it to the plant? And how does it pass from the leaves to other parts of the plant?

V. Draw and describe the *sclerenchymatous tissue* and the *scalariform ducts* or *vessels* in the stem of Pteris aquilina; and the *sieve tubes* in the stem of the Bean plant.

VI. Describe the process of fertilization in *Oenothera biennis*, or in any other flowering plant you may be acquainted with.

MONDAY, 22ND JANUARY, 2 TO 5 P.M.

GENERAL BIOLOGY.

I. Bring forward all the evidence you can to show that the vegetable cell and the animal cell are homologous structures.

II. Taking some particular example, show how the fertilized ovum gives rise to various tissues.

III. Give an account of the various tissue elements met with in connective tissue. Show how they are arranged in the leading types of this tissue.

IV. Describe the characters of a typical vegetable cell at different stages of its existence. Name and briefly describe the more important substances which may appear in the cell protoplasm. Indicate briefly the changes which the cell wall may undergo.

V. Contrast amoeboid and ciliary movement. Discuss the manner in which these forms of protoplasmic activity are affected by physical and chemical agencies.

VI. Write a short essay on cell metabolism.

BRANCH III C.

TUESDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY.

I. Give an account of the structure of *Sipunculus* and of *Echiurus*, and discuss shortly their affinities to one another and to other animals or groups of animals.

II. Describe the enteric cavity of the Cœlenterata.

III. Enumerate the orders of placental mammals and give a short account of the characters of each order.

IV. Give an account of the modifications met with in the Crustacean appendage.

V. What is meant by "Geographical Distribution," and to what conclusions does its study lead us? Enumerate the most important animals indigenous to Australia.

VI. Give an account of the Siphonophora.

TUESDAY, 23RD JANUARY, 2 TO 5 P.M.

ZOOLOGY.

I. State the general characters of pelagic organisms and name the chief animal groups in which they are placed. Name any three pelagic organisms, belonging to different groups, the majority of the members of which are not pelagic; indicate in each the special characters which adapt the possessor for its peculiar mode of life.

II. Describe the development of the cartilaginous cranium and sense capsules in vertebrates. Compare briefly the entire skull of a dogfish with that of an adult frog.

III Give an account of the general characters, habits, and distribution of the Edentata.

IV. Describe the anatomy of a Nemertine, and discuss the relationship of the Nemertina to other groups.

V. Compare the arrangement of the genito-urinary organs of both sexes in a Teleostean, an Amphibian, and a Reptile.

VI. State the general characters of the larvæ of the different groups of Echinoderms and state briefly the way in which the adult is developed from the larva in each group

WEDNESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY.

I *Pigeon* Remove the heart with the great vessels attached and dissect it in such a way that by inserting two flag-labels you can draw attention to two features which would either of them serve to distinguish it from a mammalian heart. Write upon the labels a few words only, sufficient to point out the character in each case. Send up the dissection pinned out on a small board.

Time allowed about 30 minutes.

II. *Pigeon.* In the same specimen dissect out the lumbar and sciatic nerve plexuses and their branches (including the obturator nerve) from the intervertebral foramina as far as the distal end of femur.

Send up the dissection pinned out on a board without labels or remarks of any kind. Marks will be awarded for completeness of the required dissection and neatness of the whole specimen.

Time allowed about one hour.

III. *Cockroach.* Make a dissection of the alimentary canal and its glandular appendages. The preparation sent up should be pinned out on a board in a dish containing salt solution and should consist only of the alimentary canal (with the glands) stretched

out to its full length, all other structures removed except the head and terminal tergite and sternite which should be left attached.

Time allowed about 30 *minutes.*

IV. *Mussel.* Remove the animal entirely from its shell and make a sufficient dissection to expose the external aperture of the nephridium (organ of Bojanus) and the genital aperture, of the left side, and insert into each aperture a piece of horse hair.

No label is required, and the dissection should be left on the table, with the apertures visible, in a dish containing salt solution.

V. "Mount" an ovary from an earthworm and place the slide under the *low* power of your microscope showing what you take to be the organ in question.

WEDNESDAY, 24TH JANUARY, 2 TO 5 P.M.

PRACTICAL ZOOLOGY.

Identification, &c., of specimens.

The questions with regard to the various specimens will be found upon each table.

BRANCH III.D.

TUESDAY, 23RD JANUARY, 10 A.M TO 1 P.M.

GEOLOGY.

I. What do crystals of different system show between the tourmaline polariscope?

II. Describe Bauxite.

III. Describe an occurrence of phosphates in sedimentary strata.

IV. Describe Barite.

V. Give values of interfacial angles of a few crystals.

VI. What is the usual appearance of the minerals Augite and Apatite under the polarizing microscope?

VII. How may Plagioclase be distinguished from Orthoclase under the polarising microscope?

VIII. What is the chemical composition of Hypersthene, and what system of crystallisation does the mineral belong to?

TUESDAY, 23RD JANUARY, 2 TO 5 P.M.

GEOLOGY.

I. Mention a few silicates with a lower and a few with a higher percentage of silica.

II. Give the structure of the shells of a Nautilus and an Ammonite.

III. Give diagrams of ordinary and reversed faults with the meanings of "hade" and "throw."

IV. Give an account of the cretaceous marine fauna.

V. Give an account of the European Carboniferous flora.

VI. What are the relative barometric pressures in the extreme South and in the North of India during July and December?

VII. What portions of India have a high average rainfall, and why?

VIII. Describe a delta.

WEDNESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL GEOLOGY.

I. Name and describe 14 specimens of minerals and models placed before you.

II. Name and describe 14 specimens of rocks placed before you.

III. Mention facts which you may have observed during an excursion over sedimentary strata.

IV. Indicate the general structure of the chain of the Himalayas and the strata occuring therein.

V. What are the prospects of coal being discovered in the Madras Presidency?

WEDNESDAY, 24TH JANUARY, 2 TO 5 P.M.

PRACTICAL GEOLOGY.

I. Construct a sketch-map from memory representing the Geology of Southern India.

II. Give two or three sections drawn on the above sketch-map parallel to the equator.

III. Classify 14 specimens of fossils placed before you, and when possible give also names of genera or species, probable age of strata, and in some cases also the locality from which the fossils may have been derived.

IV. Give an account of the occurrence of gold near Kolar.

V. Give an account of observations made in alluvial deposits at brickfields, tanks, well excavations, etc.

BRANCH IV.

MONDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

DEDUCTIVE LOGIC.

I. Is Logic correctly spoken of as the Science of Inference?

If so, what different views of the province of Logic arise from this definition?

Discuss the relation between Logic and Psychology.

Enumerate some of the Psychological questions that are usually discussed in Deductive Logic.

II. 1. In what different senses have the terms "connotation" and "denotation" been used?

Give the logical characteristics of *humanity*, *His Excellency*, *cause*, *equal*.

2. State the rules of logical division and show why only a general term is capable of logical division.

III. 1. How would you treat the following propositions in Logic?

(*a*) Every man is not wise.
(*b*) All the three I met yesterday have left town.
(*c*) Hindus alone observe caste.
(*d*) Consciousness is immediate knowledge.
(*e*) Uneasy rests the head that wears a crown.
(*f*) He can't be wrong whose life is in the right.

2. Contraposit (*a*); give the obverse of the converse of (*c*); state the proposition that can be inferred from the falsity of (*d*); and also state what inference can be drawn about "those whose life is not in the right" from (*f*), and show how you will draw this inference.

IV. What objections have been raised to Aristotle's *Dictum de omni et nullo* as the supreme principle of syllogistic reasoning? Does any amendment proposed satisfy these objections?

Is the Hypothetical Syllogism a case of mediate or immediate reasoning?

V. 1. When is a syllogism said to be in a weakened conclusion? Why is there no weakened conclusion in figure 3? Would you regard *Bramantip* in the fourth figure as an example of a weakened conclusion?

2. Prove by the general syllogistic rules that in the second figure the major premiss must be universal and that in the fourth figure the conclusion cannot be an universal affirmative.

VI. 1. Examine the grounds on which the fourth figure has been rejected by some logicians and state the use of this figure.

2. State the following argument in the syllogistic form and reduce it directly to the first figure:

Some men of intellectual attainments are not worthy of honour; for every individual useful to society possesses intellectual attainments, while not every man useful to society is worthy of honour.

VII. Distinguish between the ordinary and the Goclenian sorites. State and prove the rules of the Goclenian sorites

Analyse and test the following train of reasoning:

Misfortune which befalls some is good, for whatever perfects the soul is good, just as whatever promotes happiness is good.

VIII. How far are we justified in regarding the syllogism as the exclusive form of deductive reasoning?

What exactly is the function of the minor premiss in the syllogism?

MONDAY, 22ND JANUARY, 2 TO 5 P.M.

INDUCTIVE LOGIC AND DEFINITION.

I Define the province of Induction as a department of Logic, contrasting it with that of Deduction.

In Geometry a proposition is proved with reference to a single exemplary diagram, and thence extended, by what is called parity of reasoning, to all similar cases. Point out the difference between this procedure and that of a proper inductive proof.

II. Describe the method of proof known as Induction by Simple Enumeration. State the conditions of its validity and show how it differs from the experimental method of agreement.

Explain why the Logic of Induction is mainly occupied with Uniformities of Causation, to the exclusion of Uniformities of Co-existence and of Equality.

III. Explain the meaning of the word Cause, commenting upon a distinction between the popular and the scientific use of the term. Explain and illustrate the Composition of Causes.

Discuss the proof of the Law of Causation, with special reference to Mill's view that the law is a generalisation from experience.

IV. For a valid proof by the Method of Agreement, the instances must satisfy three distinct requirements. State these, and explain why it is that proof of causation by the Method of Agreement is practically all but impossible.

State the Canon of the Joint Method, and give an example of its employment. Show that, if the conditions of the method are rigorously fulfilled, it proves not merely that one phenomenon is the cause of another, but that it is the only cause.

Explain the statement that, 'strictly speaking, Science has only one method of directly observing when events are in causal sequence.'

V. Illustrate the distinction between Observation and Experiment, and state the advantages of Experiment as compared with Observation.

Explain the meaning of (1) Plurality of Causes, (2) Intermixture of Effects. Show how the two circumstances thus designated operate to the frustration of the Experimental Methods

VI. Describe the Deductive Method of Investigation. Distinguish clearly between the function of the Deductive Method on the one hand and that of the Experimental Methods on the other.

In what does the process of Explanation consist? Illustrate

the various forms which Explanation may assume, and give examples of the more prevalent fallacies of Explanation

VII. As a requisite of a good Hypothesis, Newton laid it down that the cause assumed must be a *vera causa*. Explain and exemplify the meaning of this requirement.

State fully the conditions of a strict argument from analogy, distinguishing clearly between Analogy and Induction.

VIII. Illustrate the connection between Definition and Classification. Explain (1) the distinction between Deductive and Inductive Definition, (2) the distinction between Natural and Artificial Classification.

State and exemplify the main requisites of a philosophical language. What limits are there to the power of re-adjusting the significations of names?

IX. What justification is there for the practice of logicians in discussing Fallacies in a separate department, instead of treating them in connection with the logical rules of which they are severally the violations?

Explain the fallacies of *Petitio Principii* and *Post Hoc ergo Propter Hoc*, and indicate their place in any complete classification of Fallacies.

TUESDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

PHYSIOLOGY AND PSYCHOLOGY.

I. Compare the modern method of localising the functions of the brain with that of the earlier phrenologists.

Describe the various modifications which the structure of the brain undergoes in the ascending series of vertebrates.

II. Give a critical account of:

1 The theory that all sensations may be resolved into one common form of sensation.

2. The various interpretations of Weber's or Fechner's law.

III. 1 How far is emotional expression explained by the theory of self conservation?

2. Give either Darwin's or Spencer's laws of emotional expression, with examples.

IV. How far is it possible to account for all mental processes by association?

V. State and critically compare the leading theories of the connection between body and mind.

VI. Give a brief account of the theory of attention. What are the relations of attention to memory and volition respectively.

VII. Analyse and explain the mental processes involved in the invention of a new machine.

VIII. What are instincts? What theories have been put forward to account for their origin?

IX. State the arguments in favour of determinism. How do determinists account for the alleged consciousness of choice?

TUESDAY, 23RD JANUARY, 2 TO 5 P.M.

PSYCHOLOGY AND GENERAL PHILOSOPHY.

I. 1. Brown charges Reid with confusion of thought when the latter makes the consciousness of a feeling, of a thought or of a volition to be something different from the feeling, the thought or the volition. Examine on which side the confusion lies.

2. Show that to doubt the truth of consciousness is suicidal, and then explain how it happens that there is so much disagreement as to what we are to believe on the testimony of consciousness, giving particular instances of such disagreement.

II. 1. State and examine the grounds on which the hypothesis of Innate Ideas has been put forward as necessary and legitimate. 2. Of the many forms (outside of evolutional theory) that the doctrine has assumed, state any three that seem to you most diverse from one another. 3. What is the evolutional solution of the controversy?

III. 1. Discriminate between the Relativity of Knowledge as it appears in (*a*) the Sensationalism of Mill, (*b*) the Realism of Hamilton, and (*c*) the Critical Philosophy of Kant. 2. State what you regard as the true form of the doctrine.

IV. 1. By what arguments would you show that distance cannot be an immediate perception of sight? 2. To what sense would you refer it as an immediate perception? 3. By what process does the eye acquire it. 4. Is it possible to hold that it is acquired, and yet that its exercise is contemporaneous with our earliest visual perception?

(*Answer either Questions V. or VI., but not both.*)

V. Answer the following queries from the standpoint of the Philosophy of the Conditioned:

1. What is the alternative to the supposition of a First Cause of the phenomenal world? 2. Why is each alternative unthinkable? 3. Why must the one or the other be accepted as true? 4. Which would you accept rather than the other and why?

VI. Examine to which of the cosmological theories each of the following is an objection, and whether the objection is fatal:

1. Science teaches that inanimate nature existed long before mind came on the scene

2. Knowledge of things must mean that, in some way, the difference between them and the mind is dissolved.

3. How can the mind represent what was never presented to it?

4. The cause must contain potentially all that is realised in the effect.

5. *Cogito ergo sum.*

VII. Show that the development in the political and social condition of Greece after the great Persian war furnished just such an environment as was requisite for a class of teachers having such aims and methods as characterised the Sophists.

VIII. In so far as we may regard the Sophists as having had a theory of knowledge and a theory of virtue, account for the fact that the tendency of the former was sceptical, and that of the latter licentious.

IX. In virtue of what considerations is it possible to sympathise with the harsh judgment of Plato on the earnings of the Sophists, and also to agree with Grote that to pronounce such a judgment on modern teachers would be a flagrant injustice?

X. 1. Name four of the leading Sophists and state anything characteristic of each as a teacher or thinker. 2. Explain the application of the designation "Eristics" by their contemporaries to the Sophists, and give examples of the characteristic intended.

WEDNESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

THEORY OF ETHICS.

I. Discuss whether moral judgments are primarily pronounced on oneself, or upon others; and how far a solitary human being may be considered as a moral agent. Indicate the view you take of the relation of Law to Morality.

II. Distinguish as clearly as you can, Consequences, Acts, Intention and Motive; and explain how far moral judgments are concerned with each of them, paying due regard to the following dicta:

1. A bad act ought not to be done from a good motive.
2. The ethical imperative is not 'Do this,' but 'Be this.'

III. Point out the objections to Intuitionalism according as it bases morality on Reason, on Sentiment or on the Will of God.

IV. "To desire anything except in proportion as the idea of it is pleasant, is an impossibility."

Criticise this doctrine (1) as setting forth a psychological truth, (2) as furnishing a basis for Ethical Hedonism.

Wherein lies the strength, and wherein the weakness of Egoistic Hedonism as a system of Ethics?

V. Is it possible to prove that General Happiness is in itself desirable to the individual? Criticise the methods adopted by Mill, Bain and Sidgwick to establish this position.

How do Utilitarians account for everything tending to General Happiness being not equally felt as obligatory?

VI. 1. Diversity of moral sentiment is a problem with all the schools of morals. Show how it is explained (*a*) by Intuitionalism, (*b*) by Utilitarianism, (*c*) by Evolutional Hedonism.

2. Discuss the possibility of constructing a Hedonistic Calculus.

VII. It is said that every 'ought' implies a 'can.' Does Determinism deny this statement? What does it deny? State exactly the point at issue between it and the theory of Free-Will.

VIII. Discuss *any two* of the following problems:

1. If it is ignoble to seek one's own Happiness, why is it not so to seek one's own perfection?

2. Where is the 'palpable confusion'—in distinguishing, with Butler, the appetites from self-love, or in identifying, with Bain, their working with the pursuit of pleasure?

3. Aristotle regards virtue as imperfect so long as the agent does not take pleasure in the virtuous action, while Kant recognizes no virtue in an act done even partly from a natural impulse or liking to do it. Who is right, how far, and why?

4. If in a society there is a natural proneness to a particular form of wrong, should the punishment, from the moralist's point of view, be severer or milder on that account?

IX. Explain the Immortality of the soul as a postulate of Ethics.

WEDNESDAY, 24TH JANUARY, 2 TO 5 P.M.

HISTORY OF ETHICS.

I. What according to Aristotle is the highest end of all human endeavours? Indicate briefly how he establishes his position.

II. State and examine the psychological basis of Aristotle's ethical system; and show how he derives therefrom his division of virtues into moral and intellectual.

What is Aristotle's view as to the degree of certainty attainable in ethical speculation?

III. Give Aristotle's definition of virtue and show how he determines its *genus* and its *differentia*.

IV. How does Aristotle show that none of the moral excellences or virtues is implanted in us by nature?

How then according to him do we acquire virtue?

V. 1. Is the doctrine that virtue is a 'mean' liable to exceptions?

2. How according to Aristotle is virtue concerned with pleasure and pain?

3. He assigns two reasons why, in comparison with the mean, it is sometimes the deficiency that is the more opposed and sometimes the excess. State them, and show what practical rules may thence be deduced for determining the mean in particular cases.

VI. Enumerate the leading moral virtues described by Aristotle and summarize his analysis of liberality.

Is the order of treatment of moral virtues adopted by Aristotle based on any principle of classification or deduction?

VII. How does Aristotle distinguish voluntary, involuntary, and non-voluntary acts?

How far, according to him, is a person responsible for acts done (1) under compulsion, (2) through ignorance?

Would it be correct to hold that acts whose motive is something pleasant or something noble are compulsory and therefore involuntary?

VIII. How does Aristotle distinguish between voluntary actions and actions that involve moral purpose (or volition)? Show how far and in what manner the modern notions of (1) Moral Obligation and (2) Free-will are represented in his system.

IX. 1. How does Aristotle's conception of justice differ from Plato's?

2. What according to Aristotle are the two senses in which the term justice is used?

3. Give his definition and division of justice regarded as a virtue and his criticism of (*a*) the Pythagorean doctrine that justice consists in simple retaliation; and (*b*) the doctrine held by some that all political justice is conventional.

4. State and examine critically Aristotle's discussion of the question whether doing or suffering injustice is the greater evil.

5. How does he explain the relation of equity to justice?

BRANCH V.

MONDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

ETHNOLOGY AND COMPARATIVE PHILOLOGY.

N.B.—*Only eight questions must be attempted,* four *from each section.*

A.

I. State briefly what archæological investigations in Europe have shown regarding (1) the antiquity of man; (2) the prehistoric races of Europe; (3) the stage of culture attained by those races.

II. Describe how (1) change in the conditions of life and (2) heredity might have led to the formation of races. Give instances of these factors working in the same direction in historic times.

III. Point out the value of (1) the hair, (2) the skull, (3) the face, as distinctions of race.

IV. Into what races would you divide the inhabitants of Asia? Give reasons for your classification.

V. Describe the stages through which Writing passed in its development.

VI. To what extent was the arch used in Egyptian, Greek, Roman, Gothic, and Indian architecture?

VII. Discuss the assertion that there are peoples devoid of religious and moral conceptions.

B

VIII. State and criticise the theories that have been brought forward as to the origin of language. Compare the other possible means of communication with that of voice.

IX. Illustrate the principle at the basis of phonetic change by the history of the words *thunder*, *knave*, *bridge*, *ring*. Explain the origin of the grammatical distinctions by vowel change in English.

X. Enumerate the successive changes that occur in the positions of the vocal organs in uttering the words *Queen's English*; and show how each of the sounds in those words should be classified in an alphabetic scheme.

XI. Exemplify the statement that one great means of development in language is the figurative application of terms signifying physical conceptions to intellectual conceptions.

XII. Distinguish between the terms *dialect*, *language*, *family of languages*. What general causes retard or accelerate dialectic growth? Is it probable that philology will establish any connexion between the various families of language?

XIII. Show by examples connected with Verbs that languages vary greatly in their selection of formative elements. What explanation can you offer of the origin of these elements in the Aryan languages?

XIV. Enumerate the languages of the Semitic family and note those that are of literary importance. What are the distinctive features of this family?

MONDAY, 22ND JANUARY, 2 TO 5 P.M.

ANCIENT AND ENGLISH INSTITUTIONS.

I. Compare the English Case-law with the Roman Responsa *Prudentum*; or the *Jus naturale* with the *Jus gentium*; or the English Chancellor with the Roman Praetor.

II. 1. What is meant by Legal Fictions?

2. How are they related to Equity and Legislation?

3. Give some instances of Legal Fictions from the Roman, English, and Indian Laws.

III. What were the Roman ideas of succession and of a will? How do you explain the *sacra* of the Romans and the Hindus in connexion with inheritance?

IV. Maine writes: "The Penal Law of Ancient Communities is not the law of crimes; it is the law of wrongs." Substantiate this statement, with special reference to the laws of the Germanic tribes.

V. Describe briefly the early Irish tribal system.

VI. Describe the organization of the *shire* and the *hundred* under the Anglo-Saxon Monarchy.

VII. Describe the constitution and powers of the House of Commons under the Lancastrian kings.

VIII. What was doné by the Tudors to relieve the poor after the dissolution of the monasteries?

IX. Give a brief historical sketch of the personal revenues of the English crown down to the time of Charles II.

TUESDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF THE MIDDLE AGES.

I. Indicate the extent of Attila's dominions; and give an account of his relations with the Western Empire.

II. Briefly refer to the persons and circumstances connected with the extinction of the Western Empire.

III. Describe (1) the conquest of Spain by the Saracens, and (2) the great battle in which their overthrow delivered Christendom.

IV. 1. State (*a*) the original import of the names *Cæsar* and *Augustus*; (*b*) the original name of the ruler in whom they were first united; (*c*) the exact import of the words when first dissociated as titles; (*d*) the modern States in which Cæsar's name is still an imperial title.

2. Explain fully what is meant by: (*a*) The Translation of the Empire; (*b*) The Right of Prætaxation; (*c*) The Concordat of Worms.

V. When, so far as we know, does the epithet "Holy" first occur in connexion with the Roman Empire of the Middle Ages; and what theory of Empire does this word connote?

VI. Draw a map of Europe west of a straight line from the Adriatic to the Baltic; and mark on it the political divisions in the time of Frederick Barbarossa.

VII. State the immediate cause of the Third Crusade; and give a concise account of its leading events, and of the terms of the peace that followed it.

VIII. Point out the cause that led to the existence of Latin Emperors at Constantinople in the 13th century; and give an account of the recovery of the city by the Greeks.

IX. Explain clearly the origin, and early use, of the terms *Guelfs and Ghibelines*; and cite instances in support of Bryce's statement that in their later application "the spirit of faction outlived the cause of faction."

TUESDAY, 23RD JANUARY, 2 TO 5 P.M.

MODERN HISTORY AND HISTORY OF GREAT BRITAIN.

Not more than ten questions are to be answered.

I. What concessions did Charles I. make to the Parliament in 1640-41? Why did these concessions fail to avert war?

II. Describe the rise and consolidation of the Whig party under Charles II. Why was it the war party under William III. and Anne?

III. 1. Under what circumstances did Walpole cease to be Prime Minister?

2. Under what circumstances did the younger Pitt come into office, and how was he firmly established there?

IV. Distinguish the circumstances under which the Peace of Amiens was signed. What were its provisions, and why did war break out again so soon?

V. Discuss the influence of each of the following events on the contest between England and her colonies:

The death of Chatham.

The armed neutrality of 1780.

VI. What share had England in establishing the modern kingdom of Greece and the principality of Bulgaria?

VII. Write short biographies of Benedict Arnold and Franklin.

VIII. What views did the following persons presumably hold in the year 1775 as to the constitutional relation of the colonies with England: George III., Burke, Thomas Jefferson?

IX. Give an account of the military events in America of the year 1778.

X. How far did the want of recognised boundaries to some colonies hinder the adoption of the Articles of Confederation?

XI. The constitution of the United States provides for different systems of representation for the two Houses of Congress. Describe the systems and explain historically their adoption by the convention.

XII. It has been remarked that the convention 'cut out the office of President according to the measure of George Washington,' and that 'the presidential office was formed on the model of the British monarchy with certain limitations.' Reconcile these statements.

WEDNESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on *one* of the following subjects:

1. The influence of the American Revolution on European politics.

II. The advantages and disadvantages of elective monarchy considered historically.

III. The influence of sea-power in the struggles of nations.

IV. The influence of Islam upon Europe.

WEDNESDAY, 24TH JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY.

I. How does Capital differ from Property?

Examine the statement: "It is not Capital that employs Labour but Labour that employs Capital."

II. What is meant by saying that Rent does not enter into expenses of production? Does the payment of land tax in India affect the price of agricultural produce?

III. Define Profit. Why does the rate of Interest tend to fall in civilized countries?

Estimate the influence upon wages of a general advance in the intelligence and skill of the working classes of a country.

IV. Would a country be benefited by

1. A general rise of prices,
2. A rise in the prices of its manufactured goods only?

V. 1. What is meant by the value of money? 2. When is exchange unfavourable to a country? 3. Are cheques money? Distinguish them from bills of exchange.

VI. Illustrate the effect of International Trade upon prices.

What is the relation between a country's exports and its imports? Examine the position of India under this aspect.

VII. (1) Distinguish between Direct and Indirect Taxes.
(2) Examine the incidence of Taxes on Buildings.
(3) Should savings be exempt from taxation?

VIII. An old writer speaks of 'the art of producing wealth.' How far would this phrase be appropriate and how far inappropriate as a definition of Political Economy? Why do economists no longer treat '*Consumption* of Wealth' as a division of the subject?

M.A. DEGREE EXAMINATION, 1894.

BRANCH I.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

ALGEBRA AND TRIGONOMETRY.

I. If n be a prime number and $2m+1$ prime to n, then $(2m+1)^{n-1}-1$ is a multiple of n. Also either $2m$ or $(2m)^{n-1}-1$ is a multiple of n.

II. An observed event may be due to one of several causes. Find the probability of one cause after the observed event.

A and B, whose skills are as $a:b$, play a series of games, and A is the first to win two in succession. Show that the probability that he won the first game is $\frac{a+b}{a+2b}$.

III. If $a_1\ a_2\ \ldots$ are less than 1, $\frac{a_1}{a_1+1-}\ \frac{a_2}{a_2+1-}\ \frac{a_3}{a_3+1-}\ \ldots = 1$;

and if $x > -1 < 1$,

$$\tan^{-1}x = \frac{x}{1-}\ \frac{x^2}{x^2-3+}\ \frac{3^2x^2}{3x^2-5+}\ \ldots\ldots\ \frac{(2n-1)^2x^2}{(2n-1)x^2-(2n+1)+}$$

IV. Show that
$$\begin{vmatrix} n^r & (n-1)^r & (n-2)^r & \ldots & (n-r-1)^r \\ 1 & 1 & 1 & & 1 \\ 0 & 1 & 2 & \ldots & r+1 \\ 0 & 1 & 4 & & (r+1)^2 \\ \ldots & \ldots & \ldots & & \ldots \\ 0 & 1^r & 2^r & \ldots & (r+1)^r \end{vmatrix} = 0.$$

Hence $1^r+2^r+\ldots$ is a recurring series, but this fact does not facilitate its summation.

V. Find the condition that one pair of roots of $x^4-p_1x^3+p_2x^2-p_3x+p_4=0$ may be equal to the other pair; and solve the equation $4x^4-48x^3+203x^2-354x+210=0$.

VI. The sums of the similar integral powers of the roots of an equation can be expressed rationally in terms of the coefficients.

Show that the nine values of Σa^3 for the equation $x^3+px^2+q^2x+r^3=0$ are the roots of the equation
$$x^9+3x^6(6r+p)+3x^3(9r^2+3pr+p^2-9q^2)+(p-3r)^3=0.$$

VII Sum the series

$$c\cos(\alpha+\beta)-\frac{c^2}{2}\cos(\alpha+2\beta)+\frac{c^3}{3}\cos(\alpha+3\beta)-\ldots\ \ldots\text{to infinity.}$$

Hence expand $\log\cos\theta$ in a series of cosines of multiples of θ.

VIII. Show that $\sin\theta=\theta\left(1-\frac{\theta^2}{\pi^2}\right)\left(1-\frac{\theta^2}{2^2\pi^2}\right)\ldots\ldots\ldots\ldots\ldots$

If $\phi(r)$ denote $\frac{1}{\pi^r}\left(1+\frac{1}{2^r}+\frac{1}{3^r}+\ldots\right)$, prove that

$$\frac{1}{\underline{|2n+1}}=\frac{1}{n}\left\{\frac{\phi(2)}{\underline{|2n-1}}-\frac{\phi(4)}{\underline{|2n-3}}+\ldots+(-1)^{n+1}\phi(2n)\right\},$$

and that $\phi(6)=\frac{1}{945}$.

IX. O is the centre of a circle; P any point on a radius OA; and B, C, D, ... are points dividing the circumference into n equal arcs. If $AOB=\theta$, show that

$$OP^{2n}-2\,OP^n\,OA^n\cos n\theta+OA^{2n}=PB^2.\,PC^2\ldots\ldots\text{to } n \text{ factors.}$$

If P and A coincide and the n arcs are bisected at $a, b, \ldots\ldots$

$$\tan\frac{n\theta}{2}=\frac{PB\,.\,PC\ldots}{Pb\,.\,Pc\ldots\ldots}.$$

X. A plane triangle has its sides equal to those of a small spherical triangle. Show that each angle of the latter exceeds the corresponding angle of the former by, approximately, one-third of its spherical excess.

If the arc a and the angles of a small spherical triangle are known, c can be found approximately from the formula

$$c=\frac{a\sin C}{\sin A}\left\{1-\frac{E}{3}\frac{\sin^2(A-C)}{\sin A\sin C}\right\}.$$

XI. Find the inclination of two adjacent sides of a regular polyhedron.

If one octahedron be inscribed and another circumscribed to the same sphere, their volumes will be as $2\sqrt{2}:3\sqrt{3}$.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

CO-ORDINATE GEOMETRY.

I. State and prove the fundamental harmonic properties of a complete quadrilateral.

Prove that the sides of the triangle whose vertices are the intersection of two diagonals and the extremities of the third diagonal of a complete quadrilateral, meet the six sides of the quadrilateral in six points which lie three by three on four straight lines.

II Find the equation of the chord joining any two points on the parabola $x=\frac{a}{m^2}$, $y=\frac{2a}{m}$.

Prove that the rectangle contained by the tangents to the parabola from a point T whose coordinates are x, y, is equal to $(y^2-4ax)\frac{ST}{a}$, where S is the focus.

III Find the equation of the asymptotes of the conic whose equation is $u\alpha^2+v\beta^2+u\gamma^2+2u'\beta\gamma-2v'\gamma\alpha+2w'\alpha\beta=0$.

Prove that the equation of the conic which touches the sides of the fundamental triangle and has the line $l\alpha+m\beta+n\gamma=0$ for an asymptote is $l\sqrt{(cm-bn)\alpha}\pm m\sqrt{(an-cl)\beta}\pm n\sqrt{(bl-am)\gamma}=0$.

IV. Find the equation of the polar of any point with reference to the conic $LM=R^2$.

Two fixed tangents OA, OB, are drawn to a conic, and a

third tangent meets them in P and Q respectively. Prove that $\frac{OP}{PA} \cdot \frac{OQ}{QB}$ is constant for all positions of the variable tangent.

V. Prove that four normals can be drawn from a point to an ellipse. If the normals at P, Q, R, S on the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ meet in a point, and if PQ touches the ellipse $\frac{x^2}{a_1^2} + \frac{y^2}{b_1^2} = 1$, prove that the middle point of RS lies on the curve $\left(\frac{x^2}{a^2} + \frac{y^2}{b^2}\right)^2 \left(\frac{a_1^2}{x^2} + \frac{b_1^2}{y^2}\right) = 1$

VI. Find the equation of the tangent cone from any point to an ellipsoid.

Through a fixed point a straight line is drawn to meet an ellipsoid in P and Q and a fixed plane in O. If OR is a harmonic mean between OP and OQ, prove that the locus of R is a conicoid passing through the fixed point and the pole of the given plane with respect to the given ellipsoid.

VII. Prove that six normals can be drawn from any point to a given ellipsoid

A chord of an ellipsoid is drawn in a fixed direction so that the normals at its extremities intersect: prove that it always intersects a fixed straight line through the origin.

VIII. Find the coordinates of any point on an ellipsoid in terms of the primary axes of the confocal hyperboloids which pass through the point.

Find the equation of a system of paraboloids confocal with the paraboloid $\frac{x^2}{a} + \frac{y^2}{b} = 2z$; and prove that the coordinates of any point on the paraboloid are $x^2 = \frac{aa_1a_2}{b-a}$; $y^2 = \frac{bb_1b_2}{a-b}$; $4z = -(a_1+b_1+a_2+b_2)$, where $2a_1$ $2a_2$, $2b_1$ $2b_2$ are the parameters of the principal parabolic sections.

IX. Prove that the radius of curvature at any point of a curve of double curvature is given by the equation

$$\frac{1}{\rho^2} = \left(\frac{d^2x}{ds^2}\right)^2 + \left(\frac{d^2y}{ds^2}\right)^2 + \left(\frac{d^2z}{ds^2}\right)^2.$$

A curve is drawn on a right circular cone inclined at a constant angle to the axis: prove that the surface generated by its principal normals is $r \cos(a \log z - \theta) = bz$, where $\tan\theta = \frac{y}{x}$.

X. Prove that Gauss' measure of curvature at any point on the surface $z = f(x, y)$ is $(rt - s^2)/(1 + p^2 + q^2)^2$.

Prove that the only surface of the form $z = f\left(\frac{y}{x}\right)$ which has its principal radii of curvature at every point equal and opposite in sign is the helicoid $z = a\theta$, where $\tan\theta = \frac{y}{x}$.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

NEWTON AND DIFFERENTIAL CALCULUS.

I. Enunciate and prove the Lemma by which the areas of curvilinear figures can be compared.

AB is a diameter of a circle, P a point on the circumference. On AP is taken a point Q such that AQ equals the perpendicular from P on AB. Show that the area of one loop of the locus of Q is one-eighth the area of the circle.

II Explain what is meant by curvature, and prove that the distances of points on a curve of finite curvature from the tangent at a fixed adjacent point, are ultimately in the duplicate ratio of the arcs joining them to the fixed point Hence deduce a method of measuring curvature.

Two circles intersect in O and a chord is drawn through O meeting the circles in A and B. The tangents at A and B meet in T. Prove that the radius of curvature of the locus of T is four-thirds the circumradius of the triangle ABT.

III. A body is projected from a given point with a given velocity in a given direction. Show how to determine the curve it will describe under the action of a central force varying inversely as the square of the distance. Show that a comet of parabolic orbit will remain within the earth's orbit for $\frac{2}{3\pi}\left(1 + \frac{2a}{r}\right)\left(\sqrt{\frac{1}{2}\left(1 - \frac{a}{r}\right)}\right)$ years, where a is the comet's perihelion distance, and r the radius of the earth's orbit supposed circular.

IV. Find the nth differential coefficients of $\frac{xe^x}{x^2 - 1}$ and $x^2 \tan^{-1}x$

If $y = \frac{x}{(1-x^2)^{\frac{1}{2}}}$,

$$\text{show that } \frac{d^n y}{dx^n} = \frac{(n+1)!\,x^{n-1}}{2(1-x^2)^{n+\frac{1}{2}}}\left\{1 + \frac{3}{2}\frac{(n-1)(n-2)}{3.4}\frac{1}{x^2} + \frac{3.5}{2.4}\frac{(n-1)(n-2)(n-3)(n-4)}{3.4.5.6}\frac{1}{x^4} + \dots\right\}.$$

V. If $z = x + y\phi(z)$, show how to expand z in ascending powers of y.

Apply this to solve the equation $x^3 - px - q = 0$.

VI. Explain how to find the maximum and minimum values of

a function of two independent variables and to distinguish between them.

If $x+y+z=1$, find the maximum and minimum values of $x^3+y^3+z^3+6nxyz$, examining the cases in which n is greater than, equal to, and less than unity.

VII. Show how to find the locus of the points of ultimate intersection of consecutive curves of the family $f(x,y,c)=0$, and prove that in general it touches each member of the family. Discuss the case where the family of curves has a node locus.

The equation of the tangent to a curve is $T \equiv x \cos \omega + y \sin \omega - p = 0$ Show that any line through its point of contact can be represented by the equation $\frac{d}{d\omega}(Tq)=0$, where q is a function of ω. What is the value of q when the line passes through the origin, and what is the geometrical meaning of the equation when $q=p$?

VIII. The equation of a curve is referred to the tangent and normal at a point on the curve as axes of x and y. Express the coordinates of an adjacent point in terms of the arc, carrying the approximation as far as the fourth power

If k be the curvature of an ellipse, and if $a_0 = \frac{1}{\lfloor 2} k$, $a_1 = \frac{1}{\lfloor 3} \frac{dk}{ds}$, $a_2 = \frac{1}{\lfloor 4} \frac{d^2k}{ds^2}$, show that $(a_0a_2 - a_1^2 + 2a_0^4)\, a_0^{-\frac{10}{3}}$ has the same value at all points of the ellipse

IX. If each point on a curve moves outwards along the normal through a small distance proportional to the perpendicular on that normal from the origin, the locus of the points in their new positions will be an equal curve.

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

INTEGRAL CALCULUS AND DIFFERENTIAL EQUATIONS.

I. Prove that the sum of the series :—

$$1 + \frac{1}{3} - \frac{1}{5} - \frac{1}{7} + \frac{1}{9} + \frac{1}{11} - \frac{1}{13} - \frac{1}{15} + \ldots\ldots\ldots$$

is represented by the integral $\int_0^1 \frac{1+x^2}{1+x^4}\, dx$, and hence determine its value.

II. 1. Integrate :—

$$\frac{x^2dx}{(1-x^2)^3}; \quad \frac{dx}{(x+3)\sqrt{2x-x^2}}; \quad \frac{dx}{x}\sqrt{\frac{a^2-x^2}{x^2-b^2}}.$$

2 Obtain the values of the following definite integrals :—

$$\int_0^\pi \frac{dx}{(1+e\cos x)^3}\ ;\quad \int_0^\infty x^{2n}e^{-x^2}\,dx\ ;\quad \int_0^1 \frac{\tan^{-1} ax}{x\sqrt{1-x^2}}dx.$$

III. Define the First and Second Eulerian Integrals, and establish the relation between them.

Show that $\int_0^\infty e^{-ax} f(x)\,dx = f\left(-\frac{d}{da}\right)\frac{1}{a}$.

IV. 1 Find the area of the tractrix.

2 Obtain an expression for the area of the pedal of a closed curve, and prove that the locus of points for which the areas of the pedals are constant is a circle.

V Prove that the area included between a curve, two normals, and the evolute is $\frac{1}{2}\int_\alpha^\beta \rho^2 d\theta$, where ρ is the radius of curvature and θ the angle turned through by the normal.

Prove that the length of the evolute of the ellipse $\frac{x^2}{a^2}+\frac{y^2}{b^2}=1$ is $4\left(\frac{a^2}{b}-\frac{b^2}{a}\right)$, and its area $\frac{3\pi}{8ab}(a^2-b^2)^2$.

VI. 1. Find the volume of a portion of an ellipsoid cut off by any plane.

2. The area bounded by the curve $x^3-3\sqrt{2}axy+y^3=0$ and its asymptote revolves round the asymptote; prove that the volume generated is $\frac{2\pi a^3}{9}(27-4\pi\sqrt{3})$.

VII. 1. Show that the equation $(x^2-1)\frac{dy}{dx}+(y-x)(y-2x)=0$ is satisfied by $x=\cosh u$, $y=\cosh u+\sinh u\tan(a-u)$.

2. Given that $y=\sqrt{1+x^2}$ is a particular solution of the equation $(x-x^5)\frac{d^2y}{dx^2}-(1+x^4)\frac{dy}{dx}+x^3y=0$, find the complete primitive.

VIII. Show how to solve a differential equation with constant coefficients, examining particularly the case when the subsidiary equation has equal roots.

Solve the equations —

1. $\left(\frac{d^2}{dx^2}-4\frac{d}{dx}+5\right)^2 y=\cos 2x.$

2 $\frac{d^2x}{dt^2}-3x-4y+3=0\,;\ \frac{d^2y}{dt^2}+x+y+5=0.$

3. $\frac{d^4y}{dx^4} - y = 2f(x)$, obtaining the particular integral of the last in the form $\int^x \{ \sinh(x-z) - \sin(x-z) \} f(z)\, dz$.

IX. Show that the complete primitive of Riccati's equation $\frac{d^2y}{dx^2} + y = \frac{n(n+1)}{x^2} y$, where n is any integer, may be expressed in the form $y = x^{n+1} \left(\frac{1}{x}\frac{d}{dx}\right)^n \left(\frac{A \sin x + B \cos x}{x}\right)$.

X. Examine the necessary condition that $Pdx + Qdy + Rdz = 0$ may be derivable from a single primitive. Prove that this condition is also sufficient.

Solve

$$(y^2+z^2-x^2)\frac{dx}{x} + (z^2+x^2-y^2)\frac{dy}{y} + (z^2+y^2-z^2)\frac{dz}{z} = 0.$$

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER ON PURE MATHEMATICS.

I. Solve the equation $u_{x+3} - 3u_{x+1} - 2u_x = 0$.

Prove that the nth convergent of the continued fraction $\frac{2}{4-}\ \frac{6}{6-}\ \frac{12}{8-}\ \frac{20}{10-} \ldots\ldots$ is $\frac{n}{n+1}$.

II. Show how to evaluate $\mathrm{Lt}_{x=a} \frac{f(x)}{\phi(x)}$ when $f(a)=0$ and $\phi(a) = 0$.

If $x^2 - 2x \cos\left(\theta + \frac{2r\pi}{n}\right) + 1 = 0$, where r and n are integers, prove that

$$\frac{x^2 - 2x \cos\left(\theta + \frac{2r\pi}{n}\right) + 1}{x^{2n} - 2x^n \cos n\theta + 1} = \frac{1}{n \sin n\theta} \left\{ \sin n\theta - x \sin(n-1)\left(\theta + \frac{2r\pi}{n}\right) \right\}.$$

III. Show how to solve the equation $y = x f(p) + \phi(p)$.

Solve the equations:—

1. $(xdy - ydx)(xdx + ydy) = c^2 dx dy$;
2. $(x^2-1)p^2 - 2xyp + y^2 - 1 = 0$.

IV. Differentiate $\int_a^b \phi(x, c)dx$ with respect to c, where a and b are functions of c.

O P is a plane curve and PM a perpendicular on the axis of x. The solid generated by the revolution of the area OPM round OX, bears a constant ratio to the solid generated by the revolution

of the area intercepted between the arc OP and the radius vector OP. Find the equation of the curve.

V. Find the equation of the pair of tangents drawn from any point to an ellipse.

From a point P on an ellipse tangents are drawn to a concentric, similar, and similarly situated ellipse, to meet the first ellipse in Q and R. If from Q and R the second tangents are drawn to the second ellipse, prove that the locus of their intersection is a third concentric, similar, and similarly situated ellipse.

VI. Prove that the equations of the generators through the point (θ,ϕ) of an hyperboloid of one sheet can be expressed in the form

$$\frac{x-a\cos\theta\sec\phi}{a\sin(\theta\pm\phi)}=\frac{y-b\sin\theta\sec\phi}{-b\cos(\theta\pm\phi)}=\frac{z-c\tan\phi}{\pm c}.$$

Prove that the locus of the intersection of perpendicular generators of quadrics confocal with $\frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}=1$, is the surface $\frac{x^2}{r^2+2a^2-b^2-c^2}+\frac{y^2}{r^2-a^2+2b^2-c^2}+\frac{z^2}{r^2-a^2-b^2+2c^2}=\frac{1}{3}$, where $r^2=x^2+y^2+z^2$.

VII. If the rectangular coordinates of any point on a surface are expressed as explicit functions of two parameters u, v, find the length of an elementary arc on the surface in the form $(ds)^2=E(du)^2+2F\,du\,dv+G(dv)^2$; and show that the curves represented by $u=$const., $v=$const. intersect at an angle whose cosine is $F/\sqrt{EG}$.

Prove that the condition of perpendicularity of the arcs whose directions are determined by the equation $\alpha(du)^2+\beta\,du\,dv+\gamma(dv)^2=0$ is $\alpha G-\beta F+\gamma E=0$.

VIII. Show how to find the orthogonal trajectory of a system of curves given by the equation $f(r,\theta,c)=0$, where c is a variable parameter. A point moves so that the rectangle contained by its distances from two fixed points is constant. Prove that the orthogonal trajectory of the system of curves so determined is $\frac{1}{r^2}=\frac{\sin 2\theta}{b^2}+\frac{\cos 2\theta}{a^2}$, where $2a$ is the distance between the given points, and r is measured from the middle of the line joining them.

IX. Show that every rational symmetric function of the roots of an algebraic equation can be expressed rationally in terms of the coefficients.

X. Define the Gamma function, and prove that

$$\Gamma\left(\frac{1}{n}\right)\Gamma\left(\frac{2}{n}\right)\Gamma\left(\frac{3}{n}\right)\ldots\ldots\Gamma\left(\frac{n-1}{n}\right)=\frac{(2\pi)^{\frac{n-1}{2}}}{n^{\frac{1}{2}}}.$$

Prove that $\int_b^a(a-x)^{m-1}(x-b)^{n-1}dx=(a-b)^{m+n-1}\frac{\Gamma(m)\Gamma(n)}{\Gamma(m+n)}$.

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

PROBLEMS IN PURE MATHEMATICS.

I. Find a point P in the plane of a triangle ABC such that $AP^2 - BC^2 = BP^2 - AC^2 = CP^2 - AB^2$.

II. A, A′ are the extremities of a diagonal of a cube: AB, AC are two edges meeting in A, and A′B′, A′C′ two parallel edges meeting in A′. Show that the plane which passes through the middle points of AB, AC, A′B′, A′C′ cuts the faces of the cube in a regular hexagon.

III. Show that cubic and quartic equations can be solved graphically by drawing two conics. Hence, or otherwise, show that the cubic $x^3 - 2x - 5 = 0$ has only one real root.

IV. If C_r denote the coefficient of x^r in $(1 + x)^n$, solve completely the equation $1 - C_1x - C_2x^2 + C_3x^3 + C_4x^4 - \ldots\ldots$ to $n + 1$ terms $= 0$.

V. If O be the incentre of a spherical triangle ABC, prove that $\cos OA \sin(b - c) + \cos OB \sin(c - a) + \cos OC \sin(a - b) = 0$.

VI. Given the tangent at the vertex of a variable parabola and a point P on the curve, find the locus of the focus and of the centre of the circle of curvature at P.

VII. From the point where a normal to the ellipse $x^2/a^2 + y^2/b^2 = 1$ touches the evolute, two other normals are drawn to the ellipse; show that the line joining their feet is normal to the conic

$$a^2x^2 + b^2y^2 = a^4b^4/(a^2 - b^2)^2.$$

VIII. The centres of all conics having contact of the third order with a given curve at a given point lie on a straight line through the point, inclined at an angle $\tan^{-1}\left(\frac{1}{3}\frac{d\rho}{ds}\right)$ to the normal.

IX. If AB ($= 2a$) is the diameter of a circle in which the arc AC is taken double of the arc BD, prove that the envelope of CD is a hypocycloid of three cusps, and that its polar reciprocal is the curve $r \cos 3\theta + a = 0$. Trace this curve.

X. The area of the locus of the intersections of pairs of tangents at right angles for the curve $x^{\frac{2}{3}} + y^{\frac{2}{3}} = a^{\frac{2}{3}}$ is $\frac{1}{4}\pi a^2$.

XI. The generating lines drawn through the point (X, Y, Z) of the surface $\frac{a}{x} + \frac{b}{y} + \frac{c}{z} + \frac{abc}{xyz} = 0$ will be at right angles if $X^2 + Y^2 + Z^2 = a^2 + b^2 + c^2$.

XII. Prove that

$$\int_0^{\pi} x \log \sin x \, dx = \frac{\pi^2}{2} \log \tfrac{1}{2}; \quad \int_0^{\frac{\pi}{2}} x \cos x \sin 3x \, dx = \frac{\pi}{16}.$$

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS.

I. A particle is moving in a plane curve. Find expressions for the acceleration along and perpendicular to the radius vector.

Two masses each equal to m balance by means of a string connecting them which passes over two pulleys A, B, in the same horizontal line. If a third mass m be fixed to the string at C, the middle point of AB, and then allowed to descend, find its acceleration in any position before the system comes to rest.

II. Find the equation giving the apsidal distances in an orbit described under a central force varying as some power of the distance.

If the law of force be $3\ \mu u^4+4\mu' u^5$ (attractive), and the particle be projected from an apse with velocity from infinity, show that the path described is of the form $r=a+b\cos\theta$.

III. A heavy chain of length $2l$ hangs over a small smooth fixed pulley, a length $l+c$ being at one side and a length $l-c$ at the other: if the end of the shorter portion be held and then let go, show that the chain will slip off the pulley in the time $\sqrt{\frac{l}{g}}\log\frac{l+\sqrt{l^2-c^2}}{c}$.

IV. Show that a system of forces can be reduced to two forces acting along two straight lines. If the equations of one of the straight lines be given in the form $\frac{x-f}{l}=\frac{y-g}{m}=\frac{z-h}{n}$, find (1) the magnitude of the force acting along it, (2) the magnitude of the force acting along the second straight line, (3) the equations of the second straight line.

V. Find the differential equation of the form of a uniform string under the action of any given central force.

A string of variable density is in equilibrium under the action of two central repulsive forces. If F, F′ are the intensities of the forces at a point P whose distances from the centres are r, r', and if ρ is the radius of curvature at P, and p, p' the perpendiculars on the tangent at P, prove that the density of the string at P is proportional to

$$e^{-z},\ \text{where } z=\int\frac{\frac{1}{p}\,d\left(\frac{Fp^2\rho}{r}\right)+\frac{1}{p'}\,d\left(\frac{F'p'^2\rho}{r'}\right)}{\left(\frac{Fp}{r}+\frac{F'p'}{r'}\right)\rho}$$

VI. Find the co-ordinates of the centre of gravity of a solid whose equation is given in polar co-ordinates.

The density at any point of a solid sphere varies inversely as the seventh power of the distance from an external point: find the position of the centre of gravity.

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VII. Find the potential of a circular disc at any point situated in a line through its centre perpendicular to its plane.

A prolate spheroidal shell is generated by the revolution of an elliptic wire the density at every point of which varies inversely as $\sqrt{b^4+a^2e^2y^2}$, where y is the perpendicular on the major axis and a, b, e are the semiaxes and eccentricity. Prove that the potential at any external point on the axis is proportional to $\log \frac{r_1}{r_2}$, where r_1, r_2 are the distances from the foci.

VIII. Show how to determine the motion of a particle under given forces, moving in a smooth tube in the form of a given plane curve, which revolves in a given manner about an axis in its plane.

A heavy particle is constrained to move in a smooth tube in the form of a catenary which revolves about its vertical axis with uniform angular velocity ω. If in the position of relative equilibrium the tangent to the curve makes an angle α with the vertical, show that the time of a small oscillation is

$$\frac{2\pi}{\omega}\sqrt{\frac{\operatorname{cosec}^2\alpha \cos\alpha}{\log\left(\cot\frac{\alpha}{2}\right)-\cos\alpha}}.$$

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

DYNAMICS.

I. Define gravitation potential, and show that it cannot be an absolute maximum or minimum in free space.

Show also that the mean potential throughout a sphere of small radius r is less than the potential at the centre by $\frac{2}{3}\pi\rho r^2$, where ρ is the density of the attracting matter at the centre.

II. Find the attraction of a thin circular disc on a point in its axis; and prove that the difference of the normal attractions on two sides of a thin attracting shell equals $4\pi \times$ surface density.

The density of a thin uniform cylindrical shell of circular section and of great length is the same at all points in the same generating line, but varies for different generating lines. The potential at an external point P is $Ar^{-n}\sin n\theta$, where θ is the angle made by the plane through P and the axis with a fixed plane through the axis, and r is the distance of P from the axis. Find the law of density and the potential at an internal point.

III. If the moment of inertia of a body about a line through its centre of gravity be given, show how to find the moment of inertia about any parallel line.

The radii of gyration of a body about the principal axes through the centre of gravity are a, b, and c. Show that the radii of gyration about the principal axes at a point whose coordinates

referred to the principal axes at the centre of gravity are x, y, and z is given by the equation

$$\begin{vmatrix} a^2+y^2+z^2-k^2 & xy & xz \\ yx & b^2+z^2+x^2-k^2 & yz \\ zx & zy & c^2+x^2+y^2-k^2 \end{vmatrix} = 0.$$

IV. Explain what is meant by the angular momentum of a body about a line, and show that in the case of a plane body it is $Mr^2\dot{\theta}+Mk^2\omega$, where M is the mass of the body, ω its angular velocity, r and θ the polar coordinates of its centre of gravity, and k its radius of gyration about the centre of gravity.

Prove that the rate of change of angular momentum of a plane body about its instantaneous centre is $\frac{dE}{dt}/\omega$, where E is the kinetic energy.*

V. Investigate the motion of a chain moving in a straight line and (1) giving up mass, (2) taking up mass from rest.

One half of a uniform chain of length $2a$ is coiled up at the edge of a table of height a, and the other half hangs vertically downwards so as just to touch the floor. On the chain being released show that the whole chain will just be off the table at a time t given by the equation $t=\sqrt{\frac{a}{g}}\cosh^{-1}e$, where e is the base of the Napierian system of logarithms.

VI. Obtain the general equations for the impulsive motion of a rigid body in one plane.

A uniform rough cylinder of radius R rolls on a rough horizontal plane with angular velocity ω, and impinges directly on a fixed rough cylinder of radius r placed on the plane. Find the angular velocity after impact, and the limits between which ω must lie in order that the cylinder may surmount the obstacle.

VII. From the equations of motion deduce the principle of *vis viva*.

A cubical framework of 12 rods, with all its joints loose, is suspended from one corner and is held in shape by an elastic string occupying the vertical diagonal. If small oscillations take place with the string vertical, prove that the length of the simple equivalent pendulum is $\frac{25}{36}(l-l_0)$, where l_0 is the unstretched length of the string and l its stretched length in equilibrium.

VIII. Explain the discontinuity that may occur in the motion of an imperfectly rough body moving in contact with a second such body.

Two thin imperfectly rough circular rings of radii a and b are lying on a smooth horizontal plane and touch internally. Each is struck with a blow J perpendicular to the line of centres in opposite senses. Find the subsequent motion; and show that slipping

will cease after a time t given by the equation $J(M+m)\mu t = Mm(a-b)$, where M and m are the masses of the rings and μ is the coefficient of friction.

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

HYDROSTATICS, HYDRODYNAMICS, AND OPTICS.

I. Two liquids, that do not mix, are placed in a cylinder the axis of which is vertical, and the system is then made to revolve with a given angular velocity Determine the equation of the common surface of the liquids, the radius of the cylinder and the volume of the lower liquid being known.

II. Obtain formulæ for determining the centre of pressure of any plane area immersed in a liquid, and show that if the area move in its own plane about its centroid which is fixed, the centre of pressure describes an ellipse.

Find the centre of pressure of the area bounded by the lemniscate $r^2 = a^2 \cos 2\theta$, which has its axis vertical and the node in the surface of the liquid.

III. Show how the height between two stations can be determined by the barometer, taking into account the variation of gravity for different heights but considering the temperature to be constant.

Prove that, for rough purposes, the height in fathoms is $10{,}000\,(\log_{10}h \sim \log_{10}h')$.

IV. A flexible vessel in the form of a surface of revolution is subject to fluid pressure which is the same at all points of the same circular section. Investigate the equations for the principal tensions at any point.

If the vessel be a paraboloid filled with water and the principal tensions be equal at any point of the horizontal section through the focus, show that the length of the axis is five-eighths of the latus rectum.

V. Establish Maclaurin's theorem that a planetary spheroid is a possible form of equilibrium for a mass of rotating liquid.

How is it inferred that the earth is not homogeneous?

VI. How should a right cylinder be graduated so as to serve as a clepsydra?

A clepsydra is formed of the parabolic curve $y^4 = a^3x$: find the law of descent of the surface of the liquid in it.

VII. 1. Enunciate and prove Green's Theorem for two dimensional space

2. Show that the kinetic energy of a vortically moving liquid is given by the equation $\frac{E}{\rho} = \frac{1}{2}\int \psi \frac{d\psi}{dn}\, ds + \int \omega\psi dS$, where ψ is the fluid function at any point.

VIII. Find the direction of a ray of light reflected at two plane surfaces in any manner.

If D be the minimum deviation of the ray when the planes of reflexion are at right angles to each other, then $\sin \frac{D}{2} = 2 \sin \frac{i}{2} \sqrt{\cos i}$, where i is the inclination of the two mirrors.

IX. Calculate the longitudinal aberration of a pencil of parallel rays directly incident on a thin lens.

A concavo-convex lens has its thickness equal to $(\mu + 1)$ times the distance between the centres of its spherical surfaces. Show that if a luminous point be placed at a certain point on its axis, the rays will after refraction through the lens diverge accurately from another point.

X. Prove that the caustic by reflexion of a circle is the evolute of a limaçon. If a luminous point be placed at the pole of the reflecting spiral $r\theta = a$, the pedal equation of the caustic is $\frac{1}{p} - \frac{1}{r} = \frac{1}{a}$.

XI. Define the magnifying power of a telescope, and prove that it is equal to the ratio of the object-glass to that of its image as seen through the telescope.

A, B, C, D, E are the five convex lenses of an astronomical telescope fitted with an erecting eye-piece; their focal lengths are 36, $1\frac{1}{2}$, $2\frac{1}{2}$, 2, and $1\frac{1}{2}$ inches respectively, and AB $= 37\frac{1}{2}$, BC $= 2\frac{1}{2}$, CD $= 3$ inches. Find the magnifying power of the instrument when adjusted for an eye whose distance of distinct vision is 8 inches.

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

ASTRONOMY.

I. How may the pendulum be used to prove that the earth rotates? What is the angular velocity of the plane of oscillation at any latitude l?

Assuming that the earth is an ellipsoid of revolution of excentricity e, show that the reduction to geocentric latitude at a place whose geographical latitude is ϕ, is approximately

$$-\frac{k}{\sin 1''} \sin 2\phi - \frac{k^2}{2 \sin 1''} \sin 4\phi, \text{ where } k = -\frac{e^2}{2 - e^2}.$$

II. Describe the transit circle; and state the conditions which are satisfied by the instrument when properly adjusted. Show how to find the deviation error from transits of two known stars.

III. Show how to determine the obliquity of the ecliptic from observations of the sun made near one of the solstices.

Given the right ascension and the declination of a star, show how to find its latitude and longitude.

IV. Explain the terms *true anomaly, excentric anomaly, mean anomaly, equation of the centre.* Prove that the part of the equation of time due to the ellipticity of the earth's orbit is $e \cos \omega \sec^2 \delta$, where e is the equation of the centre and δ the declination of the sun.

A star whose R A. was $14^h\ 23^m\ 34^s{\cdot}6$ was observed to cross the meridian of a place in Long. 75° W. at $4^h\ 18^m\ 45^s$ by the mean time clock. Given that the sidereal time at the previous Greenwich noon was $10^h\ 3^m\ 12^s{\cdot}1$ and the retardation of mean on sidereal time in 24 hours$=3^m\ 55^s\ 9$, find the error of the clock at the time of transit.

V. Prove the formula of refraction $r=(\mu-1) \tan z\ (1-n \sec^2 z)$. State the assumption on which your proof depends, the facts it neglects to take account of, and the limitations to the practical application of the formula.

Show that the contraction of the horizontal semi-diameter of the sun or the moon due to refraction is very nearly constant for all zenith distances not exceeding a certain limit

VI. Two altitudes of a star whose N. P. D is Δ are observed, and the time between the observations is noted. If a_1 and a_2 are the observed altitudes, h the elapsed interval, prove that ϕ, the latitude of the place of observation, may be found from the equations:—

$$\sin \beta = \sin \Delta \sin \frac{h}{2}; \tan \delta = \tan \Delta \cos \frac{h}{2};$$

$$\cos z = \sin \tfrac{1}{2}(a_1+a_2) \cos \tfrac{1}{2}(a_1-a_2) \sec \beta;$$

$$\cos \theta = \cos \tfrac{1}{2}(a_1+a_2) \sin \tfrac{1}{2}(a_1-a_2) \operatorname{cosec} \beta \operatorname{cosec} z;$$

$$\tan \gamma = \tan z \sin \theta; \sin \phi = \cos(\delta-\gamma) \cos z \sec \gamma.$$

VII. Explain the causes of precession and nutation. Show how to find the annual precession in right ascension and in declination.

VIII. Explain a method of finding the parallax of the sun from observations of the transit of Venus. Explain also why this method will not be available next century.

IX. State the elements of a planet's orbit. Show how to find the time from conjunction at which an inferior planet appears to be stationary.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER ON MIXED MATHEMATICS.

I. Show that any system of forces can in general be reduced to a single force and a couple having its plane perpendicular to the force, and find the equation of the line of action of the force.

Show that any system may be reduced to a single force and a couple whose axis is inclined to the line of action of the force at a constant angle α, in an infinite number of ways, and that the force lies on a right circular cylinder.

II. Prove the formula $V = \frac{M}{r} + \frac{A+B+C-3I}{2r^3}$ for the potential of a body at a very distant point P, where M is the mass of the body, A,B,C are moments of inertia about the principal axes at the origin O, and I is the moment of inertia about the line OP. Assuming that the potential of a prolate spheroid of small excentricity e at a point P can be put in the form $\frac{M}{r} + \frac{Me^2 f(\theta)}{r^3}$, show that $f(\theta) = \frac{1}{10}(3\cos^2\theta - 1)$, where θ is the angle made by the line joining P to the centre with the greatest axis.

III. Show that the motion of a body in two dimensions can be represented by the rolling of a curve fixed in the body on a curve fixed in space. If the equation of the body centrode referred to axes fixed in space be $f(x,y;t)=0$, show how to find the instantaneous centre, and prove that if ξ, η be its co-ordinates, the angular velocity is given by the equation $\frac{1}{\omega}\frac{df}{dt} = (y-\eta)\frac{df}{dx} - (x-\xi)\frac{df}{dy}$.

IV. Prove that if a system is acted on by any impulses, the kinetic energy of the subsequent motion is greater than if the system were subjected to any constraints and acted on by the same impulses.

A body is struck by a blow whose components are X, Y, Z and whose point of application is the point x, y, z. Prove that the kinetic energy set up is $\frac{1}{2}\{(X^2+Y^2+Z^2)/M + \frac{1}{2}\{(Zy-Yz)/A + (Xz-Zx)^2/B + (Yx-Xy)^2/C\}$, where M is the mass of the body and A, B, and C are the moments of inertia about the principal axes at the centre of gravity, which are taken as axes of co-ordinates.

If the body were constrained to turn about its centre of gravity, find the kinetic energy generated by the same impulse.

V. State and prove the principles of conservation (1) of linear momentum, (2) of angular momentum.

A uniform rod moving perpendicularly to itself impinges on a fixed smooth small obstacle. Prove that the differential equation of the path of its centre of inertia is $(k^2+r^2)\left(\frac{d^2r}{d\theta^2} - r\right) = 2r\left(\frac{dr}{d\theta}\right)^2$, and use the principle of energy to find a first integral.

VI. Show that the work done in compressing a gass is $\int p dv$, and evaluate this integral (1) when the temperature is constant, (2) when no heat escapes.

A condensing pump is employed in forcing a small quantity of air of volume U into a receiver of volume V, both being at the

atmospheric pressure p. Prove that the work required is $\frac{1}{2}pU^2/V$, the temperature being supposed to remain constant.

VII. Prove the equation $\frac{dp}{\rho}+V=\omega^2\ (xdx+ydy)$ for the pressure of a liquid rotating uniformly with velocity ω as a solid body about the axis of z, V being the potential of the forces on the liquid.

A long cylinder of radius a, containing water to the height h, is made to rotate about its axis, which is vertical, with velocity ω Show that when the liquid is moving as a solid its total energy is

$$\tfrac{1}{4}\pi a^4 h\rho\omega^2+\tfrac{1}{32}\frac{\pi a^6\rho\omega^4}{g}.$$

VIII. Show that in two dimensional motion of a liquid there is always a stream function.

In the case of a circular cylinder moving with velocity V in a direction perpendicular to its axis, prove that the stream function ψ is given by the equation $\psi+\frac{Va^2x}{x^2+y^2}=0$, where a is the radius of the cylinder and the axis of x is in the direction of V.

IX. Explain the existence of the critical angle on the undulatory theory of light.

SATURDAY, 20TH JANUARY, 2 TO 5 P.M.

PROBLEMS IN MIXED MATHEMATICS.

I. An elastic string of natural length $2l$ and mass $m$lbs. per foot is suspended from two points in the same horizontal plane Show that the horizontal distance between the points of suspension is $\frac{\sqrt{T^2-m^2g^2l^2}}{mg}\log\frac{T+mgl}{T-mgl}+\frac{2\sqrt{T^2-m^2g^2l^2}}{E}l$, where T is the tension at the ends, and E is Hooke's modulus.

II. ABC, A′B′C′ are two sections of the same triangular prism; forces P,Q,R act in BC, CA, AB, and forces P′,Q′,R′ in B′C′, C′A′, A′B′. The two systems being equivalent, show that

$$\frac{P}{BC}:\frac{Q}{CA}:\frac{R}{AB}=\frac{P'}{B'C'}:\frac{Q'}{C'A'}:\frac{R'}{A'B'}=AA':BB':CC'.$$

III. Show that the resultant attraction between the two parts into which a sphere is divided by a plane is equal to the mass of either multiplied by the intensity of the gravitation at its centre of mass.

IV. A rod of length $2\sqrt{a^2-b^2}$ is constrained to move on a smooth horizontal table, and its freedom is limited consequent on its ends being secured to the ends of a weightless string of length

$2a$ which passes round a smooth peg on the table; show that the whole motion is given by the equations

$$(k^2+a^2\cos^2\theta+b^2\sin^2\theta)\,(\dot{\phi})^2-2ab\,\dot{\theta}\,\dot{\phi}+(a^2\sin^2\theta+b^2\cos^2\theta)\,(\dot{\theta})^2=\mathrm{K},$$

$$(k^2+a^2\cos^2\theta+b^2\sin^2\theta)\dot{\phi}-ab\dot{\theta}=\mathrm{H}.$$

Show that a steady motion given by $\theta=0$, $\dot{\phi}=\Omega$ can exist, and that the time of oscillation about this state is

$$\frac{2\pi}{\Omega}\div\sqrt{\frac{(k^2+a^2)\,(a^2-b^2)}{k^2b^2}}.$$

V. A particle of mass m moves in a conservative field of force subject to the action of a retarding force varying as the square of the velocity ($k\times$square of the velocity). Prove that if D denote the quantity of energy dissipated during a given interval, $\frac{dD}{ds}+\frac{2k}{m}(\mathrm{D}+\mathrm{V}-\mathrm{E})=0$, where V denotes the potential energy at the end of the interval, E the total energy at the beginning of the interval, and ds an element of the path of the particle

VI. The depths of the vertices of a triangle ABC exposed to liquid pressure below the free surface are α, β, and γ. Show that the depth of a point O in the triangle such that the pressures on the triangles BOC, COA, and AOB are equal, is given by the equation

$$\frac{1}{x+\beta+\gamma}+\frac{1}{x+\gamma+\alpha}+\frac{1}{x+\alpha+\beta}=\frac{3}{\alpha+\beta+\gamma}.$$

Further, show that if the triangle sinks downwards, remaining always parallel to itself, the locus of the point O is a conic section which passes through the points A,B,C and the centre of gravity of the triangle ABC.

VII. A source emitting light uniformly in all directions is situated within a sphere of glass at a distance a/μ from the centre, a being the radius of the sphere. A screen is placed at a distance c from the centre on the side remote from the source, and perpendicular to the line joining the centre to the source. Prove that the brightness at any point on the screen distant x from this line is $\mathrm{B}\mu^2b^2\,(x^2+b^2)^{-\frac{3}{2}}\{b^2-(\mu^2-1)x\}^{-\frac{1}{2}}$, where B is the brightness at unit distance from the source when there is no refraction, and b equals $c+\mu a$.

VIII. If λ be the latitude of a place within the tropics, and α, δ the sun's R A and declination, the time when the ecliptic is vertical is given by the equation

$$h=\alpha-\sin^{-1}\{\sin\alpha\tan\lambda\cot\delta\}.$$

IX. An infinite mass of liquid has a steady motion V in one direction, and also circulates irrotationally about a fixed circular cylinder the axis of which is perpendicular to both of the motions.

If β/r be the transversal velocity due to the circulation, prove that the velocity potential is $\beta\theta - V(r + \frac{a}{r}) \cos\theta$, and that the resultant pressure on the cylinder is $2\pi\rho V\beta$ perpendicular to the direction of V, where r and θ are polar co-ordinates referred to a point in the axis of the cylinder, a is the radius of the cylinder, and ρ the density of the liquid.

BRANCH II A

MONDAY, 15TH JANUARY, 10 A M. TO 1 P.M.

PHYSICS.

(*Introductory and Sound.*)

I Show the steps in the calculation of a specific gravity (obtained by weighing in water) by which the various corrections required for extreme accuracy are applied.

II. Investigate a formula for the determination of heights by means of the barometer, and discuss briefly the chief sources of error that have to be guarded against.

III. Show how the earth's specific gravity can be obtained by measurements of g made at the surface and at the bottom of a deep pit. Give reasons why the results so obtained have not been in satisfactory agreement with those made by other methods.

IV. Define rigidity. Prove that in pulling out an indiarubber band with a given tension the volume is increased by one-third of the amount by which it would be decreased by hydrostatic pressure of the same value.

V. Two soap bubbles of radii R and R^1 combine to form a single soap bubble; what will be its volume? Will there be any change in temperature?

VI What is meant by the viscosity of a gas, and how can it be measured?

VII Give an explanation of the propagation of waves in smooth water, explaining the nature of the motion and showing in a general way the influence of the depth of the water and of the length and amplitude of the waves Do waves differ in any essential respects from ripples?

VIII How can a complex vibration (such as a musical note) be resolved into simple vibrations (1) theoretically, (2) experimentally.

IX What are "resultant tones" and how are they explained? Have they any influence in producing dissonance?

X Two exactly similar organ pipes are sounded together, one with air, the other with hydrogen What will be the musical effect produced? Give a full explanation of the reasons

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

PHYSICS.

(*Heat and Light.*)

I. Discuss the choice of a thermometric substance. How may equal differences of temperature be defined?

II. How is temperature defined on the absolute thermodynamic scale? Describe any experiment by means of which the numerical value of the ratio of two temperatures on the thermodynamic scale may be obtained. How might you construct a water-steam thermometer which would register temperatures on this scale?

III. Distinguish between thermal conductivity and diffusivity. How can the principle of periodic variations of temperature be applied to the measurement of the conductivity of a bar of iron? How does conductivity vary with the temperature?

IV. Show how Rankine arrived at the value of the specific heat of air at constant pressure.

V. What do you mean by the co-efficient of viscosity of a fluid? Give an account of Poiseuille's method of determining it for water.

VI. Show that it is possible to obtain a combination of lenses of the same material which shall be approximately achromatic. To what extent is the achromatism complete? Describe any such combination and obtain the condition for its achromatism. What advantage follows from the use of the same material? On what principle was the Huyghen's eye-piece constructed?

VII. Give an account of the eye as an optical instrument. How is accommodation brought about? Explain vision with two eyes and show what advantages we derive from the arrangement.

VIII. Give an account of the coloured halos seen round the sun and moon, and explain their formation.

IX. Describe minutely how you would proceed to determine two of the following: (1) the angle of a crystal, (2) the refractive index of a piece of glass cut into the form of a prism, (3) the rotation of the plane of polarization of a beam of plane polarized light in passing through a solution of sugar.

X. Describe the form of the wave surfaces as light passes through a doubly-refracting crystal. How would you verify it experimentally? Describe Fresnel's rhomb, and its action. Mention any other arrangement which produces the same effect.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

(*Electricity and Magnetism.*)

I. Two magnets whose moments are M and M^1 are placed at

a distance from one another which is great when compared with their lengths Their axes make angles of θ and ϕ with the line joining their centre. Find the couple on the magnet M^1 tending to increase ϕ

II If I be the intensity of magnetisation, B the magnetic induction, and H the magnetic force at a point, prove that

$$B = H + 4\pi I$$

Describe any method measuring $\frac{I}{H}$ for any material, mentioning the necessary precautions to be taken.

What is meant by hysteresis? Show that in consequence of hysteresis any cyclical change in the magnetisation of a body is accompanied by dissipation of energy

III Define the capacity of an electrical condenser. Find the capacity of a thin circular disc If a charge Q be divided between a sphere and a circular disc of the same diameter so that their potentials are the same, what fraction of the whole will be taken by each?

IV. Prove that the surface integral of electric induction taken all over the surface enclosing any space is equal to 4π times the algebraic sum of all the electricity in that space. Hence deduce a method of mapping an electric field by tubes of force so that they indicate the strength as well as the direction at every point.

V. Describe the leakage method of measuring very high resistances

VI Give an account of any method which has been employed to measure a resistance in absolute measure.

In determining the ohm, the result is usually expressed as the resistance of a certain column of mercury. Point out the advantages of this

VII Describe any method of measuring minute radiations depending on either (1) the temperature variation of electrical resistance or (2) thermo-electric currents.

VIII. Define the inductance of a circuit, and find the effect of the inductance on the current in a circuit in which a periodic E.M.F. represented by $E \sin n t$ acts.

If a closed copper circuit be held above the pole of an electromagnet in which a rapidly alternating current flows, it is repelled Account for this.

IX. Describe the construction and the use of a transformer.

Give an account of a method which has been employed to determine the variations of E M. F. and currents in the circuits and of the magnetisation of the core of a transformer.

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. Write a brief description of the work in chemistry of Stahl, Black, and Davy.

II. Discuss the numerical relations of the atomic weights of elements, considering the subject (1) from the historical, and (2) from the modern point of view. Show clearly how the conception of atomic weights arose.

III. Explain what is meant by the term chemical affinity. What methods are there of measuring it? Describe any you know. What circumstances will modify or influence the chemical affinity of various substances?

IV. Discuss fully the subject of solution, and give as far as you can the modern views as to the nature of solution, pointing out any useful applications of the properties of solutions which have been introduced during the last few years.

V. Give a clear conception of what you understand by the following terms, illustrating your meaning as far as possible by specific examples: catalysis, reversible reaction, nascent state, polymerism, metamerism, allotropy, unitary theory of compounds, unsaturated compounds, dualistic theory, basylous element.

VI. Take the nitrogen group of elements (N, P, etc.) and the group of the alkaline earthy metals, and write a short essay on each group, treating of their methods of occurrence in nature, their methods of preparation, the general properties of the elements, and their principal compounds.

VII. Give the symbolic and graphic formulæ of all the inorganic acids of phosphorus. State how you would obtain the principal acids, and give their properties.

VIII. State clearly how the element fluorine has been prepared by Moissan. Indicate the principal properties and reactions of this element.

IX. I pass chlorine gas into an aqueous solution of each of the following substances. State exactly what will occur in each case, and give equations where necessary to explain what occurs:

Calcic iodide, sodic hydrate, chromic chloride, ferrous sulphate, manganous chloride, stannous chloride, ammonia, cadmic sulphate, potassic nitrite, sodic bromide, ammonic chloride, and ferric chloride.

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. The heat of formation of sulphur trioxide has been determined in the following manner: (1) by burning a mixture of lead

oxide and sulphur in oxygen, (2) by dissolving lead oxide in aqueous sulphuric acid, (3) by dissolving sulphur trioxide in water; the heat produced in the three cases being 1655 K, 233 K, and 411 K respectively.

From these data show how the heat of formation of sulphur trioxide may be calculated.

II What evidence is there that when carbon dioxide is passed into water, chemical union takes place between the liquid and the gas? Write equations for the changes which occur when carbon dioxide is passed into solutions of sodium chloride, lead chloride, and common sodium phosphate.

III. What is the action of (1) ammonia on carbonyl chloride, (2) ammonia on carbon dioxide (both gases being dry)?

What relation do the compounds produced bear to each other and to carbonic acid?

IV. Calculate the composition and deduce a formula for a mineral of which the following is the analysis:

$FeO = 45\ 55$, $MnO = 12\ 50$, $CaO = 1{\cdot}57$, $MgO = 1\ 80$, $CO_2 = 38\ 58$.

$$Fe \cdot Mn\ Ca : Mg = 56 : 55 : 40 . 24.$$

V Describe the manufacture of potassium ferrocyanide. How is the ferricyanide obtained from it, and how may the acids themselves be prepared? State how both salts react with ferrous and with ferric compounds, and give equations for the changes which occur.

VI. Compare the metal cobalt and its compounds with nickel and its compounds, pointing out the resemblances and the differences. Mention any useful purposes for which these metals and their compounds are employed.

VII. Describe the method you would employ to obtain pure silver and pure copper from a silver coin

VIII. To what elements is cadmium most closely related, and with what elements does it occur associated? How is the metal obtained; what are its physical and chemical properties; how may it be separated from copper, arsenic, and zinc?

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

MIXED MATHEMATICS.

(Hydrostatics and Statics.)

I. What is meant by the 'pressure at a point' in a fluid? Prove that in the case of a heavy fluid at rest the pressure at any point is the same in all directions round the point.

II. Define the term 'centre of pressure,' and determine the centre of pressure of a plane triangular area immersed in a fluid, with its vertex on the surface, plane vertical, and base horizontal.

If there be a pressure Π on the surface of the fluid, where will the centre of pressure now be?

A plane rectangular area is totally immersed in a fluid, two of its sides being horizontal. Show that if the area turns with uniform angular velocity round a fixed horizontal straight line in the area passing through its centre of gravity, the centre of pressure will move along a line in the area and will execute simple harmonic vibrations.

III. A hollow cone is filled with fluid and held with its axis vertical and its vertex downwards. Find the resultant pressure on either of the two portions into which it is divided by a vertical plane passing through the axis.

IV. Prove that the pressure of the air inside a short cylindrical soap-film is equal to the pressure inside a spherical one whose radius is double that of the cylinder.

A spherical soap bubble of radius r_1 is formed of a film of tension T It is now electrified, till its potential is V and its radius becomes r_2 If Π be the pressure of the air outside the bubble, find the relation between T, r_1, r_2, V, and Π.

V. Explain what is the 'force diagram' of a system of forces in equilibrium.

The ends of a string of certain length are fixed at two points at a known distance apart on a horizontal line, and at certain points on the string weights are attached. Draw the force diagram of the system, and determine the tension in each part of the string and their inclinations to the vertical.

VI. The centre of gravity of a sphere is excentrically placed. Find the positions in which such a sphere can rest in equilibrium on a rough inclined plane, and determine whether in each of these positions the equilibrium is stable or unstable.

VII. Find the conditions of equilibrium of a number of forces acting on a rigid body in one plane.

ABC is a triangular lamina It is acted on by forces represented in magnitude, direction, and position by CA, CB, and AB. Find where a single force must act, (and its magnitude,) to keep the lamina in equilibrium

VIII. Show that the resultant of any number of parallel forces acting at fixed points on a rigid body passes through a point fixed relative to the body

Four weights are placed at four points in space, the sum of two of the weights is given, also the sum of the other two Prove that their centre of gravity lies on a fixed plane

IX. State the principle of virtual work.

The force necessary to move a cylinder of radius r and weight W up a plane, inclined at an angle α to the horizon, by a crowbar of length l, inclined at angle β to the horizon, is

$$\frac{Wr \operatorname{Sin} \alpha}{l\ 1+\operatorname{Cos}(\alpha+\beta)}$$

X State Hooke's law of the extension of elastic strings.

A heavy uniform elastic string is suspended by one extremity, and has a weight W attached to the other extremity. Find the position of equilibrium and the tension at any point.

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

(Dynamics and Optics.)

I. A point is acted upon by two accelerations simultaneously; show how to determine the resultant acceleration

II. Determine the angle with which a cannon ball must be fired, with a given velocity, in order to strike an object on the same horizontal plane.

A number of bodies are projected at the same moment with equal velocities in various directions from a point. Determine their position after a given time.

III. A string of length L will just bear a weight W without breaking. A weight ω ($<$W), attached to one end of it, is whirled round on a smooth horizontal table, the other end being fixed. Determine the angular velocity with which it must be rotated in order to break the string.

IV. What do you mean by an impulsive force? How is it measured? Find the loss of kinetic energy due to the impact of two spheres of given masses moving with given velocities, the collision being supposed direct.

A ball strikes a second ball obliquely, the line of motion making an angle of 30° with the straight line joining their centres. Determine the ratio of their masses in order that, after collision, the striking ball may move in a direction at right angles to its original direction.

V. Two unequal masses are connected by a string passing through a small smooth horizontal ring. Find with what angular velocity the smaller mass must revolve so as just to prevent the other from falling

VI. A point moves in a straight line with an acceleration towards a point in the line, varying inversely as the square of the distance from the point. Determine the velocity at any point.

Hence find the velocity with which a body would strike the earth, if allowed to fall from an infinite distance.

VII. A pencil of rays is incident centrically and obliquely upon a thin lens. Determine the form of the pencil after refraction. A pencil of rays diverging from a point passes through a sphere of glass of refractive index μ, so that the primary and secondary foci coincide after refraction. Determine the position of the point.

VIII Explain the term equivalent lens.

Find the focal length of a combination of two lenses of focal lengths f_1 and f_2, placed at a distance a apart.

IX. A prism of refractive index μ_2 and angle $\frac{\pi}{3}$ is placed between two other prisms of equal angles, but refractive index μ_1, so that their bases are turned towards the angle of the middle prism. A ray passes through the combination without deviation. Show that it must pass symmetrically and that $3\mu_1^2 = \mu_2^2 + \mu_2 + 1$.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD.

I. State the method of least squares for determining the most probable value of one or more unknown quantities in a series of observations.

II. Discuss the principle of homogeneity in physical equations, giving an idea of its wide application.

III. Under what conditions may the mean result of a series of observations have to be rejected?

IV. Explain clearly what is meant by the law of error for any set of physical measurements; and show how the arithmetical triangle may be applied to determine the law of error in any particular case.

V. Write a short essay on the principal methods employed for the elimination of errors in physical measurements, classifying them and adducing illustrative examples of each method.

SATURDAY, 20TH JANUARY, 2 TO 5 P.M.

SCIENTIFIC METHOD.

I. Write a short essay on the interpretation of anomalous phenomena which appear to conflict with an established generalisation.

II. Discuss the value of negative arguments from non-observation and of negative results from experiments, giving illustrations from physical science of erroneous conclusions that have been drawn from such.

III. Explain whether it is always possible to discover an empirical law connecting phenomena; and whether it is always possible in this way to arrive at a rational formula expressing the governing law. Give illustrative instances.

IV. Give an estimate of the value of a hypothesis in physical science; and state the grounds on which the undulatory doctrine of light rests its claim to be a theory or a hypothesis.

V. To what extent is analogy admissible in the explanation of physical phenomena? Give instances to prove that it may be misleading

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

CHEMISTRY.

Practical Examination.

Each candidate was required to perform the qualitative examination of one of the following mixtures:

Manganous chloride and zinc bromide, magnesium chlorate and calcium nitrate, borax and sodium thiosulphate.

BRANCH III.A.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

BOTANY.

I If a plant is grown upon a slab of plaster of Paris, the slab is corroded by the rootlets. Explain the cause of this corrosion

II. What are the positions which chlorophyll corpuscles assume in cells,

1 When exposed to intense light.
2. When exposed to diffuse light
3. When subjected to darkness?

III In what particular respects do Cycads differ from Conifers? Describe the development of the pollen in the former.

IV. Describe in detail some of the more obvious ways in which pollination takes place in Phanerogamous plants; and the immediate changes which take place in the ovule after it has been fertilized.

V. Draw floral diagrams of any plant belonging to the natural order Cucurbitaceæ with which you are acquainted.

VI. What are the more important chemical elements which a plant requires for building up its tissues? And in what particular ways is each made use of?

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

BOTANY.

I. What effect has light upon the direction in which plants grow? And how are these effects brought about? Give examples of *heliotropism* taken from instances which have come within your own observation.

II. Describe in detail the mode of fertilization in *Spirogyra* and in *Achlya*.

III. Relegate to their proper position in a natural system, the following organisms. *Bacterium*, *Volvox*, *Schenedesmus*, *Equisetum*, *Anthoceros*, *Mucor*. And in each case give your reasons for so placing them.

IV. Give a short account of the manner in which the *auxospores* of *Diatomaceæ* are formed.

V. Describe the different kinds of *Vernation* and *Œstivation* met with amongst Phanerogamous plants. Give instances of each sort, taking your examples from Indian plants.

VI. Describe the several processes by which beer is manufactured. What are the chemical changes which take place in the barley during malting? And what changes does the addition of hops produce in the wort?

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY.

I. Describe all that can be seen with the naked eye only in the plant marked A.

II. Describe all that can be seen in the moss marked B.
1. With the naked eye,
2. With the simple microscope,
3. With the compound microscope

III. Make sections of the conceptacles of *Fucus*; and prepare specimens exhibiting the nature of their contents.

IV. Name, without attempting any description
1. The slides numbered 1 to 6.
2. The specimens numbered 7 to 12.

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

PRACTICAL BOTANY.

I. From the basin on the table, separate all the different organisms you can find, and give a short account of the life history of each.

II. Cut transverse, radial and tangential sections of the stem marked *A*. Stain and name them.

III. Prepare for examination under the microscope, sections of the buds marked *B*.

IV. Make preparations of the moss marked *C*, which will show the stomata

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WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD IN BOTANY.

I. The higher peaks of the European Alps contain a number of plants identical with those of Lapland, and on the summit of the White Mountains of the United States, every plant is identical with species growing in Labrador. What explanation have you to offer of similar species of plants growing in such distantly separated localities, but which are nowhere found in the intervening plains?

II. Define *Symbiosis*, and give an account of the various kinds and degrees of this condition. What theories have been advanced explaining the origin and meaning of the structural peculiarities found in *Myrmecophilous* plants?

III. Describe in detail the various methods by which Epiphytic plants obtain their nutriment

IV. Give a brief account of the botanical labours of Sprengel With what discoveries is his name associated, and by whom were they subsequently re-enunciated and extended?

V. Give an account of the recent discoveries regarding the absorption of free nitrogen by plants.

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Give an account of the life history of the red corpuscles of the blood.

II. What are the chemical changes which lead to the coagulation of the blood as ascertained by A. Schmidt?

III. State fully what you know concerning the histology and function of the spleen

IV. State the position and cause of the cardiac impulse.

Describe, with the help of a diagram, any form of cardiograph, and make a drawing of a cardiogram, explaining its details very fully.

V State what you know of the vaso-constrictor and vaso-dilator nerve fibres in connection with the nervous mechanism of the arteries. Describe their course. Mention some illustration of vaso-motor action.

VI What are the chief physiological changes which accompany muscular action?

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

PHYSIOLOGY.

I. Which are the digestive secretions? State fully their function and the modes of collecting them.

II Write a short history of fat during and after absorption, and contrast its value as a source of energy with proteids and starch.

III. The nerve centre for expiration is controlled by afferent impulses ascending various nerves; which are the chief? What physiological facts have been ascertained concerning their action when cut or stimulated? What do you understand by Cheyne Stokes' respiration?

IV. Describe carefully the histology of the retina. What different views are entertained with regard to the connection existing between its histological elements?

V. Give a general sketch of the development of the brain.

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL PHYSIOLOGY.

I. Demonstrate on the living frog the circulation of the blood and explain all the phenomena observed.

II. Obtain from the dead frog the necessary structures to demonstrate microscopically hyaline cartilage, endothelium, and pigment cells; mount them, properly stained as physiological specimens.

III. Demonstrate the rate of transmission of an impulse in a nerve.

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

PRACTICAL PHYSIOLOGY.

I. Examine the accompanying microscopical preparations and state what they are.

II. Make a quantitative examination of the sugar in the sample of urine.

III. Demonstrate the laws of electrotonus.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD IN PHYSIOLOGY.

I. Classify the fallacies of observation. Give examples from the history of Physiology.

II. What is a crucial experiment? Give an example.

III. Classify the functions of living matter.

IV. Discuss the difficulty of treating the phenomena of mind in a scientific manner.

V. Discuss vivisection as a method of investigation in Human Physiology.

BRANCH III.B.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY.

I. Discuss the theories that have been propounded as to the essential structure of the vertebrate head.

II. Give an account of Weissman's theory of heredity, and state its bearing on the theory of evolution.

III. Discuss fully the inter-relationship of the leading groups usually associated as "Vermes." What amount of sub-division of the group would seem to you to be justifiable with our present knowledge?

IV. Give an account of the development of the vascular system in Vertebrates

V. Describe the various types of eye met with in the Mollusca.

VI. Give an account of the Ctenophora.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

ZOOLOGY.

I. Give some account of the various methods in which the coelom developes. Mention any facts which point to one or the other being the more primitive method.

II. Give an account of the zoology of the Cephalopoda.

III. What are the principal theories which have been put forward with regard to the origin of the limbs of vertebrates?

IV. Discuss the affinities of the Hirudinea.

V. Classify the animal kingdom in the form of a genealogical tree.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY.

I. Describe what appear to be the important external structural differences between the specimens of Macrurous Crustacea supplied.

II. Give an account, with sketches, of the five most anterior pairs of appendages of the specimens marked A.

III Make a thorough examination of the section supplied and a diagram with references indicating all the important tissues and organs shown in it.

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

PRACTICAL ZOOLOGY.

I. Remove the mouth appendages of the *Julus* supplied, and sketch and name the parts.

II. Make as complete a dissection as possible of the nervous system of *Sepia*

III. Examine the masses of rock, &c., in the dish, and be prepared to answer *vivâ voce* questions with regard to the organisms thereon.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD IN ZOOLOGY.

I. What is classification? Distinguish between a natural and an artificial classification Give examples of classifications in vogue among modern zoologists which seem to you to be artificial and others which seem to be natural

II. Classify the fallacies of observation. Give examples from the history of zoology.

III. What is ætiology? Discuss the likelihood of Biology being thrown into confusion by the growing tendency to mix up ætiological speculations with morphological generalisations.

IV. Discuss the statement "That the power of repeating a classification of animals with all the appropriate definitions, has anything to do with genuine knowledge is one of the commonest and most mischievous delusions of both students and their examiners."

V. What methods would you adopt in an endeavour to prove or disprove the Lamarckian hypothesis of transmission of acquired characters?

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

GEOLOGY.

I. Explain the terms uniaxial and biaxial crystals.

II. Describe the minerals which are used in the manufacture of aluminium.

III. Give details about the occurrence of phosphates in rocks and as minerals.

IV Describe the barite group of minerals.

V. Describe an artificial substance which equals or exceeds the diamond in hardness.

VI. What minerals would you expect to see in a dolerite under the polarizing microscope?

VII. What characters are shown by biotite under the polarizing microscope?

VIII Of what minerals is the rock composed which Mr. T. H. Holland has named Charnockite?

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

GEOLOGY

I. Mention examples of igneous rocks with gradually larger percentages of silica.

II Explain how different genera of the Ammonite family are distinguished.

III. Describe and illustrate by diagrams an overlap of sedimentary strata.

IV. Draw a comparison between the paleozoic and mesozoic marine faunas

V. Draw a comparison between the mesozoic and cainozoic land faunas

VI What are the relative positions of Isobars and Isotherms in India during extreme seasons?

VII What is the distribution of the so-called south-west monsoon rainfall in Southern India?

VIII. Give some facts about the cyclone which passed Madras on the 6th of November 1893

FRIDAY, 19TH JANUARY, 10 A.M TO 1 P.M.

PRACTICAL GEOLOGY.

I. Construct a section along a line drawn on the map before you from Cape Comorin to Chingleput and on to Kalahasti.

II. Construct a section along a line drawn on the map before you from Goa to the Valley of the Godavery through Wadi Junction station.

III. Determine generically the fossils before you. Give your reasons for such determination in technical language, and assign each to its proper geological and zoological horizon.

IV. Give some account of the several areas of Gondwana rocks occurring along the eastern coast of the Peninsula.

V. Give an account of the distribution of the chief types of Igneous Rock in South India, and mention specially in which rock systems contemporaneous volcanic action occurred on a large scale.

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

PRACTICAL GEOLOGY.

I. Determine the minerals before you. If any are crystalline, state what crystallographic systems they belong to, and what are their optical properties and chemical composition.

II. Name the rocks before you, and state fully from what geological formations in India, or elsewhere, you consider them to have been derived.

III. Describe and illustrate by diagram maps and sections some District with whose geological structure you are personally acquainted.

IV. Give some account of the structure of the "Salt Range" and illustrate the succession of rocks by sections. Name the leading fossils met with in these formations severally.

V. Name and describe briefly the principal coalfields in India. Show their relative positions on a diagram map. What are the principal fossils met with in them, and what their geological ages?

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD IN GEOLOGY.

I. Write a short essay on the action of atmospheric agencies on the earth's crust.

II. Give a brief account of the principal phenomena connected with stratification.

III. Do any of the phenomena of denudation furnish data by which to calculate approximately rates of change on the earth's surface?

IV. How do you explain the more ordinary cases of preservation of organic remains?

V. Give some account of the structure and occurrence of mineral and metalliferous veins.

BRANCH IV.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY: THEORY.

I. Explain the current methods of localizing cerebral functions, and estimate the influence of 'negative cases' and the phenomena of restitution of function on the reliability of the results reached.

Describe the generally accepted 'motor zone,' and distinguish Exner's 'absolute' and 'relative' motor fields.

What is 'psychic blindness' and how is it interpreted?

II. Describe the end-organs of Touch, and compare them with those of Taste and Smell.

How will you account for the perception of space by touch? Examine the theory of 'local signs' and the so-called law of 'eccentric projection.'

How will you explain the mistakes made between actual feelings of touch and temperature in Prof. Fick's experiments?

III. Explain your view of the proper standpoint of Scientific Psychology, and its subject matter.

Prof. W. James regards it as the "psychologist's fallacy *par excellence*" to confound his standpoint with that of the mental fact he studies. Explain and illustrate his meaning.

It is said that the 'simple feelings' with which the associationists start are no less mythical than the faculty entities of the older school. Support or controvert this criticism; and say how you would characterize the elementary constitution of mental states and the stream of consciousness as a whole.

IV. Distinguish carefully (1) Sense-stimulation, (2) Sensation, (3) Perception, (4) Pre-perception, and (5) Apperception; and enumerate and characterize *as accurately and clearly as possible* the intermediate stages between 'Percepts' and 'Memory Images.'

Explain James Ward's idea of 'Continuum.'

V. Do the laws of association control *active thought* as well as *passive reminiscence?* Discuss the view taken by Wundt.

How will you distinguish 'similarity' from 'contiguity' and both from 'identity'? What is the view taken by Spencer of Similarity as a principle of association, when he resolves contiguity into it? How is it understood by Bradley and Ward when they analyse it into contiguity? State the analysis given by each of the latter, and review Bain's criticism thereon.

VI. What is the truth underlying the paradoxical question whether we laugh because we are glad, or are glad because we laugh?

Criticize Dr. Bain's account of the so-called 'Emotions of Intellect' and 'Sociability.'

Trace the growth of sympathy, and state one or two of the objections to its derivation from (1) fixed ideas and (2) gregariousness.

Examine Leslie Stephen's doctrine that to recognise the existence of another individual is to sympathize with him.

VII. Give the main objections to the theories of Pleasure and Pain held by Hamilton, Herbert and Bain, and examine (1) the hypotheses of Wundt and Fechner to adapt the Hamiltonian doctrine to obvious facts of Sense Pleasures and Pains, and (2) the explanations offered by Spencer for the large qualifications accepted by Bain.

Is there, or is there not, any feeling that may be described absolutely and in itself as *Indifferent?* State a few of the conditions under which pleasures and pains lapse into indifference. Are all pleasures and all pains capable of such lapse?

VIII. Examine critically *three only* of the following statements, one of them at least being from the last three:

1. "Sensibility seems, then, to be the predominating function of the right hemisphere, as motion is of the left."—Prof. Ladd.

2. "The quick succession of changes in a ganglion, implying as it does perpetual experiences of differences and likenesses, constitutes the raw material of consciousness."—Herbert Spencer.

3. "As well might I contend that I cannot dream without dreaming that I dream, as maintain that I cannot know without knowing that I know."—Prof. William James.

4. "The association of objects simultaneously presented can be resolved into an association of objects successively attended to."—James Ward.

[Wherein lies the associative force,—in the simultaneous presentation, or successive acts of attention? Discuss the question in the physiological as well as in the psychological aspect.]

5. "We do not know any one thing of itself, but only the difference between it and another."—Prof. Bain.

"Mere feeling, then, as a matter unformed by thought, has no place in the world of facts, in the cosmos of experience."—T. H. Green.

[Take these two statements side by side.]

6. "Experience proceeds and intellect is trained, not by association, but by *Dissociation*, not by reduction of pluralities of impressions to one, but the opening out of one into many; and a true psychological history must expound itself in analytic rather than synthetic terms. Precisely those ideas—of substance, of mind, of cause, of space,—which this system treats as infinitely complex, the last result of myriads of confluent elements, are in truth the residuary simplicities of consciousness, whose stability the eddies and currents of phenomenal experience have left undisturbed."—Dr. J. Martineau.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY: THEORY.

I. How far does inconceivability afford valid evidence of untruth?

II. Discuss the assumptions involved in the proposition that all our knowledge is developed out of sensation.

III. State and criticize Spencer's arguments for the existence of the Absolute. Compare his view with Kant's theory of things

in themselves, and indicate the points of resemblance and difference in the theories of Spencer and Hamilton.

IV. Examine the chief theories of hypnotism. Describe and explain the phenomena of double personality in hypnotism, and discuss their psychological significance.

V. How do you explain the origin and nature of our ideas of time? How are differences in the estimation of time accounted for?

VI. What is the evolutionist theory of consciousness? Do you consider this theory adequate?

VII. State what you consider to be the real question at issue in the controversy respecting innate ideas. Which of the solutions offered do you think the most satisfactory?

VIII. State the chief theories as to the precise relation of the three psychical functions. Give your own view, with reasons.

IX. Give a critical account of idealism in its various forms. What do you consider the most fatal objection to the system?

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY: HISTORY.

The Scottish Philosophy of Common Sense.

I. Enumerate the common characteristics of the School of Scottish Philosophy. Who is the founder of the school according to Hamilton? What are the claims of Hutcheson to be regarded as the founder? Discuss whether you would include in the class Thomas Brown, James Mill and Ferrier.

II. G. H. Lewes observes, "The appeal to common sense, as arbiter in Philosophy, is now pretty well understood to be on a par with Dr. Johnson's kicking a stone as a refutation of Berkeley."

The two following statements about common sense are found in Hamilton:

"To say that all men naturally believe in such a knowledge is only, in other words, to say that we believe it upon the authority of consciousness. A fact of consciousness, and a fact of the common sense of mankind, are only various expressions of the same import."

"Common sense is like Common Law. Each may be laid down as a general rule of decision, but in the one case it must be left to the jurist, in the other to the philosopher, to ascertain what are the contents of the rule; and though in both instances the common man may be cited as a witness for the custom or the fact, in neither can he be allowed to officiate as advocate or judge."

Is 'common sense' used in one and the same sense in the above statements? If not, how will you distinguish the meanings conveyed? Is it wrong to appeal to common sense in all the meanings, or in none of them, or if only in one, in which?

Show by reference to opinions or arguments actually put forth, that common sense was with Reid both *witness* and *judge*, that it was with Oswald and Beattie more the *judge* than the *witness*, and that it never ceased to be *judge* even with Stewart or Hamilton.

III. Compare the methods adopted by Reid and Kant to combat the experientialism of Locke, and discuss their relative efficiency. State the central fact in the nature and constitution of experience brought out by each. Give and criticize the Scheme of Common Sense Principles as taught by Reid.

IV. Explain the fundamental assumption of all Idealism. Does Reid seek to subvert that assumption? If so, how and with what success? What particular form of Idealism, according to all critics, does he succeed in overthrowing? Compare carefully Reid's and Brown's theories of perception, and comment on the controversy between Hamilton and Mill as to their interpretation.

V. State the Primary and Secondary Principles of Association as given by Brown. What improvements in expression or principle does Hamilton introduce? Examine the grounds assigned by each to reduce the Principles of Association to unity. How does James Mill reduce Similarity to Contiguity?

VI. Are the four tests of *à priori* truths given by Hamilton ultimate, or are they capable of simplification? Compare them with the Universal Postulate of Spencer. What does Hamilton mean by 'Positive' and 'Negative Necessity'? How does he arrive at his law of the 'Conditioned'? What is its counterpart in Kant? Review J. S. Mill's main objections to it.

VII. On what different grounds does Hamilton maintain his Principle of Relativity? How does he distinguish 'Objective' from 'Subjective' Relativity? Is the principle consistent with his doctrine of Natural Realism? Discuss the question with special reference to Hamilton's distinction of 'Intra-Organic' and 'Extra-Organic' objectivity.

Both Dr. M'Cosh and Prof. Andrew Seth seem to regard his Relativity doctrine as an unnecessary Kantian admixture. From what different stand-points do they approach the problem, and in view of what results?

VIII. What are the points of affinity between the Scottish School and the Eclectic School of France? How did the latter school pass out of the Sensationalism of Condillac? Name one or two of the Eclectics who expressly adopt the principles of the Scottish School. In what respect and with whom does the difference between the two Schools mainly spring? State Cousin's view of the Principle of Relativity, and the chief points at issue between him and Hamilton, in the controversy on the "Unconditioned."

IX "It is unnecessary," wrote G. H. Lewes about a quarter of a century ago, "to pursue the criticism of a system which has long since ceased to have any adherents. The psychology of the

Scottish School, though containing as I intimated before, much available matter for students, is entirely defunct as a doctrine. It failed as it deserved to fail. It had neither a clear aim nor a right method"

Was this estimate correct when it was written? Is it correct to-day? Point out a few of the permanent contributions that Psychology and General Philosophy have received from the hands of Stewart, Brown, and Hamilton; and state, with reasons, your opinion of the present position and influence of the Scottish School.

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY: AUTHORS.

CAIRD'S *Philosophy of Kant* (Intro. and Part I.)

I. Explain fully the nature of the problem of Kant's *Critique of Pure Reason*, and state what anticipations (if any) you find in modern philosophy of Kant's idea of criticism.

II. Estimate the claim of Descartes to be regarded as the father of modern philosophy.

How does Prof. Caird establish that pantheism is the necessary result of the method of Abstraction pursued by Descartes?

What is the method pursued by Kant in Philosophy? Criticize the method.

State the influence of Descartes and Spinoza on Kant.

III. What is Kant's relation to Hume and to the Leibnitz-Wolfian school?

Show how in Kant's philosophy are conjoined into unity and totality the one-sided philosophical endeavours of those who preceded him

IV. Explain Kant's distinction between Analytic and Synthetic judgments of different kinds, illustrating the same by means of examples.

State briefly the answer of Kant to the question · Are synthetic *à priori* judgments possible?

To what extent was the question of *à priori* synthesis suggested by Hume?

V. What distinction does Kant draw between (1) the Sense and the Understanding, (2) the Perception and Conception of Objects, (3) Judgments of Perception and Judgments of Experience? Show how far these distinctions are in consonance with empirical psychology

VI. What are the different problems which Kant proposes for solution in the Transcendental Aesthetic and Transcendental Analytic? State and criticize Kant's theory of Space and Time.

VII. According to Kant, "all knowledge begins with Sense, proceeds thence to Understanding, and ends with Reason." Ex-

plain the functions of each of these and the nature of the certainty which they respectively yield.

VIII. Comment on the following:

1. "Sensationalism at once necessitates and renders impossible a materialistic explanation of the universe."

2. "Arithmetical Judgments are always synthetical."

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

LOGIC: THEORY.

I. Give Mill's definition of logic and compare it with that of Hamilton.

State, with reasons, how far you agree in the view "that the proper function of Logic is to teach a man how he can test and purge his conclusions and not how he can reach them."

II. State and critically examine the leading Theories of Predication.

III. Define induction and distinguish it from the various processes which are apt to be confounded with it.

Examine the charge brought against Mill, that while basing his induction on the law of causation he has at the same time tried to show that causation itself is based on induction.

IV. When two phenomena are causally connected together, can you always determine which is the cause and which is the effect, and if so, how?

Does modern science tend to modify the old conception of cause and effect as two distinct events?

V. State the canon of Mill's method of Residues and give some examples of its application

Is it correctly called an inductive method?

How is an experimentalist to distinguish between a residual effect and an erroneous result of experiment?

VI. On what grounds is the position held by some philosophers that necessary truths cannot be the result of experience?

"This position," says G. H. Lewes, "rests upon a radical misconception of experience and a psychological misconception of the nature of necessary truths."

State, giving reasons, how far you agree in this criticism.

VII. Discuss the question whether Probability is entirely a formal or deductive science, or whether we are able by means of it to make valid inferences about instances as yet unexamined.

VIII. What is meant by Explanation of Nature? What different forms may such explanation assume?

State and examine Mill's doctrine regarding the limits of explanation.

IX. Distinguish between Analogy and Induction as methods of reasoning.

On what does the force of an argument from Analogy depend? Exemplify your answer.

Is the assertion that the lower animals suffer from pain a conclusion from analogy?

X. Define Classification and discuss whether classification by Type or by Definition is best suited for the Natural History sciences.

XI. Discuss the question whether social phenomena can be made a subject of scientific investigation.

Describe the Inverse Deductive or Historical method of Mill, and distinguish it from what he terms the Direct Deductive method. How does Mill come to regard the former as the method specially fitted to deal with the phenomena of society?

Do you consider that Political Economy can be separated from Social Science and treated apart?

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

LOGIC: HISTORY.

Bacon's Inductive Methods.

I Compare the views of Bacon and J. S. Mill as to the function of Inductive Logic.

II. Summarize Bacon's teaching on the proper mode of collecting facts for the purposes of Scientific Induction, and compare it with that of J. S. Mill on the same subject.

III. What does Bacon understand by 'forms?'

What are the three classes of instances with which, according to Bacon, we should commence our investigation of 'forms'?

Critically compare these instances with the corresponding 'methods' of Mill's Logic.

IV. How does Bacon distinguish the inductive procedure taught by him from the induction which proceeds by simple enumeration?

Compare the place assigned to the latter kind of induction in the systems of Bacon and Mill.

"It has been attempted by some," says Sir J. Herschel, "to lessen the merit of Bacon's great achievement by showing that the inductive method had been practised in many instances, both ancient and modern; by the mere instinct of mankind." Point out how the instinctive induction of mankind differs from the scientific induction taught by Bacon.

V. Explain the process which Bacon styles the Method of Exclusions; and examine its applicability to cases of causation.

VI. Bacon protests against the prevalent habit of flying off at once from particulars to remote and most general axioms. What, according to him, is the correct scientific procedure?

His teaching on this point has been differently estimated

by Whewell and J. S. Mill. State your own view, illustrating it by examples taken from modern science.

VII. What is the position assigned by Bacon, in his scheme of inductive procedure, to what he designates 'prerogative instances'?

Give some examples of 'solitary' and 'collective' instances

VIII. What kinds of fallacies did Bacon class under his 'Idola'? Give some typical examples of the 'idols of the market.'

IX. What did Bacon regard as the proper and the improper application of the Deductive Method?

Compare his view with that of J. S. Mill as to the value of this method in physical investigations.

X. 1. "The lame in the path outstrip the swift who wander from it." In what connection does Bacon refer to this saying?

2. Is the new method taught by Bacon intended by him to be confined to the problems of natural philosophy? State briefly what he says on the point.

3. "Our method of discovering the sciences," says Bacon, "merely levels men's wits and leaves but little to their superiority, since it achieves everything by the most certain rules and demonstration." Comment on this passage.

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

LOGIC: AUTHORS.

JEVONS' *Principles of Science, Books IV. and V.*

I. In drawing inferences from facts, what precautions are suggested by a consideration of the conditions under which observation takes place? What is the value of an argument based on the non-observation of a fact?

II. How does experiment differ from observation? Explain what Jevons calls the great method of experiment. Illustrate the main difficulties of a practical nature that attend its application.

III. What are Collective Experiments? Give an example of such experiments and indicate their value and purpose. Explain the principle of Forced Vibrations, and give examples of its employment in the determination of causal connection.

IV. "All laws and explanations are in a certain sense hypothetical, and apply exactly to nothing which we can know to exist." Illustrate this statement by a reference to the truths of physical astronomy.

State the problem of quantitative induction, and describe the three stages through which a quantitative investigation passes.

V. Compare the views of Mill and Jevons as to the place of Hypothesis in inductive investigation.

Explain and illustrate the requisites of a good hypothesis. Give an example of an *experimentum crucis*.

VI. How may knowledge be classified from the point of view of the relation between theory and fact? Give an example under each head

In the case of a divergence between theory and experiment, in what different ways is it possible that the divergence may be explained?

VII. Describe the process of Generalisation, and illustrate the value of generalised knowledge as compared with a knowledge of particulars.

Distinguish between Generalisation and Analogy, and illustrate the importance of Analogy by reference to any department of science which has largely benefited by its use.

VIII. Illustrate the scientific importance of exceptional phenomena. Classify exceptional phenomena, giving an example of each kind.

IX. State Jevons' conception of the aim and method of scientific classification, commenting upon the usual distinction of natural and artificial classification.

Explain the nature and importance of Diagnostic Systems of Classification In what sense does Jevons use the expression Index Classification?

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ETHICS: THEORY.

I. Is a science of ethics possible?

II. How did casuistry originate, and what is its practical importance?

Discuss the criteria proposed for deciding questions of casuistry. Indicate the grounds which have caused casuistry to fall into disrepute and examine their validity.

III Examine critically the teaching of the Bhagavad Gita with respect to

(i) the highest good and the means of its attainment,
(ii) the doctrine of motives,
(iii) the psychological basis of morality.

IV. "The moral law, properly so called, is the law of the perfect man" (*Spencer*). Discuss this proposition with reference to the teaching of the Bhagavad Gita and to casuistry.

V. How far is the evolution theory successful in furnishing a satisfactory theory of ethics? What are the main peculiarities of evolutionary ethics?

VI. Give a brief critical account of the chief theories of moral obligation.

VII. What meanings have been given to the term *justice* in ethics? Criticize the assumption these meanings involve.

VIII. Discuss Dr. Sidgwick's statement that we can construct a theory of ethics without the idea of free-will.

IX. What is conscience? The dictates of conscience vary in different individuals. How is this accounted for respectively by those who hold that conscience is (1) original, (2) derived?

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

ETHICS: HISTORY.

The Intellectual Theory of Morals.

I Show what different lines were taken by the Intellectual Moralists in reaction from Hobbes.

What defects in Hobbes's system, overlooked by the Intellectual School, were taken cognizance of by the Moral Sense School?

II. Cudworth objects to Hobbes's limitation of the powers of the soul to sense and fantasy, and contends that there is a higher faculty of Reason which determines Right and Wrong. Examine Cudworth's position.

III. What is the danger of resolving moral sentiments entirely into modes of intellectual apprehension? Note the essential points of difference between Clarke's system of ethics and that of Cudworth.

Is Clarke justified in putting mathematical relations upon the same footing with moral relations?

IV. What are the fundamental metaphysical assumptions of the intellectual school of moralists? How far were they influenced by the Realism of Plato?

Leslie Stephen says that their starting point was the identification of God and Nature What difficulty did this lead to?

V. What modifications did the Intellectual system of Clarke and Cudworth undergo at the hands of Price?

To what extent are these modifications due to the influence of Hutcheson and Shaftesbury?

Do you notice any points of agreement between the ethical systems of Price and Kant?

VI. "Perhaps the defect of the Dianoetic School of Ethics is due to the unanalysed condition in which they left the conception of *voluntary action, i.e.* of the *object* of ethical judgment." Explain. Does Hobbes deal with this subject in a satisfactory manner?

VII. What is the fatal circle out of which Clarke endeavours to free himself? Does he do so?

Wollaston's doctrine is merely an expansion of Clarke's. Criticize it.

VIII What is the peculiar relation that exists between religion and morality according to the Intellectual moralists?

How does Price defend this peculiar position?

IX State the part that pleasure occupies in the system of Hobbes and in that of the Intellectual moralists.

How is moral obligation accounted for by the Intellectual moralists? Compare their view with that of Hobbes.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ETHICS: AUTHORS.

LESLIE STEPHEN'S *Science of Ethics.*

I. What is the problem the solution of which Mr. Stephen undertakes in his *Science of Ethics*, and what difficulty does he find to lie in the way of its scientific treatment? How would you define his position as a moralist?

II. Mr. Stephen says: "It is more correct to say that my conduct is determined by the pleasantest judgment than to say that it is determined by my judgment of what is pleasantest." Explain and illustrate the distinction.

III. According to Stephen, reason in determining conduct acts the part of the fly-wheel in a machine. By the help of this metaphor, or without its help, show how reason determines the conduct.

IV. In what sense is morality *natural, eternal* and *immutable?* Explain what is meant by morality being *internal*, and why, if so, the legislator permits or forbids only outward conduct.

V. On what principle does Stephen classify the virtues, and what is his classification?

VI How, by means of his doctrine of sympathy, does Mr. Stephen reconcile the two statements, (1) that our conduct is always determined by our own feelings, *i.e*, love of pleasure and aversion to pain, and (2) that there is such a thing as altruistic conduct, even going the length of self-sacrifice for others' good?

VII. "Conscience is not a separate faculty which responds to a special set of stimuli, but a compound feeling to which all the strongest instincts of our nature contribute." Explain this, pointing out under what circumstances the foundation of conscience is laid, and how it is gradually enlarged and developed.

VIII. What is the difference between the Utilitarian and the Evolutionist criterion, and how is the latter more scientific than the former?

IX. By what reasoning does Stephen seek to establish (1) that Determinism is consistent with the belief in responsibility, and (2) that Free-will would be inconsistent with it?

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X. Under the head of expediency, Mr. Stephen seeks to find a principle in accordance with which violations of moral rule may be permissible without detriment to morality. What is the principle he arrives at?

XI. What conclusion does Mr. Stephen come to as to the possibility of equating virtue and happiness? On what grounds does he decline to seek the help of theology in this matter?

BRANCH V.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

ANCIENT HISTORY

Ancient Egypt to the Persian Conquest.

I. What is meant by the true Egypt of the old monuments? Into what two parts was it divided, and who is said to have first united these parts? Whence arises the difficulty of determining the date of his reign?

II. Give particulars of "The Rosetta Stone" and of "The Great Tablet of Karnak;" and estimate their importance in connexion with the history of ancient Egypt.

III Give a short account of the three great Pyramids; name the Pharaohs with whose reigns they are associated; and state the object with which they were raised.

IV Write a narrative of the reign of Queen Hatasu, and give an account of her merchant fleet.

V Relate the achievements of Thothmes III., and draw a map showing the extent of his Empire.

VI. Give a full account of the great works of public utility raised by Rameses II.

VII. Give particulars of the Hebrew immigrations into Egypt during this period, and a short account of the great Exodus.

VIII. What records first removed all doubt as to the conquest of Egypt by the Hyksôs? State the probable origin of these conquerors; and describe the character of their rule, and the events that led to their expulsion.

IX. Describe the Egyptian revival in art, architecture, and general prosperity under the later Saïte Kings.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

MEDIÆVAL HISTORY.

The Rise and Progress of Muhammadanism up to 750 A.D.

I. Review briefly the social, political, and religious state of Arabia in the latter part of the sixth century of the Christian Era.

II. Who were the Hanifs? Give an account of their religious theories. What influence did they exercise on Muhammad and his creed?

III. Mention (1) the chief moral precepts of Islam, and (2) the usages which Muhammad established as distinguishing marks between Islam and Mosaism.

IV. What reasons prevented the Prophet from carrying out to their full consequence the theoretical principles of communism involved in Islam?

V. 1. Give an account of the battle of Beder. Why is that battle the most celebrated in the annals of the Moslems?

2. Discuss critically the clauses of the peace of Hodaibiya.

VI. Estimate (1) how far the dynastic principle was affected by the murder of Othman, and (2) the part played by the Chariyites in the revolutions of Arabia.

VII. After giving a genealogical table of the Ommiad dynasty, enumerate the causes which (1) brought about their triumph, and (2) led their chief to substitute Damascus for Medina as the seat of the Caliphate.

VIII. Show that by failing to act upon the wise policy of his father, Yezid I. rendered irreconcilable the schism which even at the present day divides the Moslems.

IX. Describe the revolt of Mokhtar at Cufa.

X. Give a list of the provinces which escaped from the control of the Caliph after the death of Walid II.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

MODERN HISTORY.

The Unification of Italy.

I. Draw a map of Italy showing its political divisions in the year 1855.

Describe very briefly how each of the then States came into existence, and by what dynasty or Power it was governed.

II. Give an account of the political condition of Italy in the year 1810. How far and in what manner did the Napoleonic system pave the way for Italian unity?

III. Give a short account, illustrated by a map, of the Austro-Sardinian War of 1848-49.

IV. Describe the political career of Cavour prior to 1859.

V. State the main provisions of the treaties of Villafranca and Zurich, and describe, *very briefly*, the events by which they were largely nullified.

VI. 1. What were the terms of the "September Convention" between France and Italy in regard to Rome? How was it that its provisions were not carried out?

2. What is the "Law of Guarantees," and under what circumstances was it passed?

VII. State *briefly* what you know of Mazzini, Gioberti, Antonelli, D'Azeglio, Rattazzi, Farini, La Marmora, Manin, Ricasoli, Cesare Balbó.

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

HISTORY OF INDIA.

The Presidency of Fort St. George, 1639—1772.

I. Sketch the circumstances which led to the first settlement of the English in Madras, and describe (with a sketch map) the political situation of Southern India at the time

II. Give an account of the plan of Municipal Government proposed by Mr. Child and carried out in Madras, December 1687.

III. Explain the disputes between the right and left-hand castes in the time of Governor Thomas Pitt, and state how the matter was arranged finally by Government.

IV. Write a short history of Fort St. David from 1691 up to 1746.

V Relate and compare the sieges of Fort St. George by the Naik of Poonamallee (1678) and by Dawood Khan (1701).

VI. Malleson writes with reference to Clive: "It was one man's genius which, meeting the French on the ground of their own selection, seized their idea, made it its own and worked it to their destruction. It was Clive who hoisted Dupleix with his own petard" In order to substantiate this statement, (1) characterise Dupleix and his system; (2) illustrate Clive's prominence as a Commander with special reference to the defence of Arcot, the battles at Arni, Káveripák and Samiáveram.

VII. Give a clear sketch of the Anglo-French contest for empire before Trichinopoly, and point out the issues dependent upon it.

VIII Write brief notes on the following. Anwar-ud-din; Máafuz Khán, Muhammad Ali, Chanda Sahib; Dost Ali; Nizam-ul-Mulk; Muzaffer Jang; Nadir Jang; Salábat Jang; Morari Rao.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

SPECIAL HISTORICAL SUBJECT.

The Rise and Development of Representative Government in England.

I. By what steps and after what experiments was the result arrived at that the English Parliament consists of two and only two Houses?

II. How far was the privilege of members of Parliament established before the accession of James I.?

III. "The House of Commons was supposed originally to be *no part of the standing Government of this country.* It was considered only as a *control* issuing *immediately* from the people and speedily to be resolved into the mass from whence it arose. In this respect it was in the higher part of Government what juries are in the lower."—*Burke.*

Discuss the historical accuracy of the first two sentences of this quotation and explain the third.

IV. What bearing had the events of the years 1647, 1780-85, and 1831-32 on the development of the modern system of party-government?

V. What features in the local government of England in the 18th century help to explain the ascendency in Parliament of the landed aristocracy?

VI. 1. Show how the principle that taxation is only legal with consent of Parliament was established in the 13th and 14th centuries.

2. Mention any judicial decisions under the Stuarts contravening this principle, and state the arguments on which they were based.

VII. By what constitutional methods can the House of Commons enforce the appointment of a ministry in which it has confidence?

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

SCIENCE AUXILIARY TO HISTORY.

South-Indian Numismatics.

I. State the metal, finding-places, and approximate time of issue of the Andhra coins, and describe their chief types.

II. A shroff hands you a parcel of copper coins all of which have a standing male figure on the obverse, and a seated male figure on the reverse. Most of those coins may be expected to belong to the Chôḷa king Râjarâja. But there are some Pândya and Ceylon coins among them, and your time for picking these out is limited. By what special features, emblems, and legends would you distinguish them from Râjarâja's coins?

III. What were the crests of the Chêra, Chôḷa, and Pâṇḍya dynasties, respectively? To what period and kings do you assign the coins on which these three crests appear combined, and how do you account for their combination?

IV. Give instances of the elephant type on ancient, mediæval, and modern South-Indian coins.

V To what kings do you assign coins with the following legends: Ellântalaiyâṇân, Râyagajagamḍabhêruṁḍa, Viṣvanâḍan, Srîkamthîrava, Srîramga, Mayili Haṇa, Vijaya?

VI. Describe briefly the following 'pagodas,' and state by

whom each of them was issued: Ikkêri, Bahâdurî, Fârûgî, Kuruki, Porto Novo, Old Star, and New Star pagoda.

VII. Explain the three peculiarities of Tîpû's coinage, viz., (1) the Maulûdî era; (2) the Abtas cycle; (3) the denominations of his gold, silver, and copper coins.

VIII. Enumerate those kings of Vijayanagar whose coins are still in existence.

IX. By what special characteristics can you easily distinguish from each other the Indian copper coins of the British East India company, the French, the Dutch, the Portuguese, and the Danes?

X. Explain the origin of the native term "sânâr kâsu."

XI. What town in Southern India is the chief finding-place of Roman coppers, and which district is specially rich in finds of Roman silver coins? What conclusions have been drawn from the occurrence of Roman coins in these two localities?

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

INTERNATIONAL LAW.

N.B.—Not more than eight questions are to be attempted.

I. Discuss the following statement of Lord Beaconsfield's: "And here, Sir, I may be permitted to express my surprise that the honourable and learned gentleman.... ..should have spoken so slightingly of the Law of Nations, as if, instead of being a code matured by the wisdom and experience of ages, it was, as he would have us believe, only a bundle of medley maxims got together by chance and expediency."

II. Give a brief sketch of the changes brought about in opinion regarding the right of a State to claim exclusive dominion over parts of the open sea. How does the modern principle apply (1) to the proposed Channel Tunnel, (2) to the recent American claims in Behring Sea?

III. Enumerate and discuss the various applications that have been made of the doctrine of "exterritoriality." If an act be committed on board a Spanish merchantman in Plymouth harbour, which is criminal in English law, though not in Spanish, have English tribunals any jurisdiction?

IV. Illustrate from decided cases the growth of the doctrine of "continuous voyages."

V. Give an outline of the controversy between Great Britain and the United States with regard to the recognition by the former of the belligerency of the Southern confederacy in the American Civil War; and deduce therefrom the true principles of International Law applicable to Recognition of Belligerency.

VI. What various tests of contraband have been adopted by

British Prize Courts? Under what circumstances may provisions be lawfully captured as contraband of war?

VII. How far is a neutral government responsible for the following acts of its subjects (1) breach of blockade; (2) sale to a belligerent agent within the neutral territory of munitions of war; (3) export of the same to a belligerent port; (4) building a ship-of-war within the neutral territory to belligerent order? Cite cases connected with these points, and state whether any of the above acts are prohibited by English law.

VIII. What are the rules regarding the manner in which an invading army may deal with the property it finds in the districts occupied by it?

IX. Write a brief history of the practice regarding the carriage of belligerents' goods in neutral vessels.

X. Distinguish between nationality and domicile. What is the practice of England regarding (1) British subjects naturalised abroad; (2) Foreigners naturalised in England?

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY.

I. What do you consider to be the proper relations between Political Economy and Morals?

II. State Adam Smith's refutation of the theory of the Physiocrats that agriculture is the sole source of the revenue and wealth of a country, and criticise Smith's own distinction between "productive" and "unproductive" labour.

III. Examine the commonly received theory that the three fundamental requisites of production are Land, Labour and Capital.

IV Discuss as a general proposition the doctrine that Rent does not enter into the cost of production.

V. State, quoting the facts or authorities upon which they are based, your conclusions as to the manner in and extent to which the cost of production enters into the prices of non-agricultural produce.

VI Give a brief account of the views of Mill, Cairnes, and Marshall on the Wages-Fund theory.

VII. In what ways do you consider that Trades Unions may operate on the rate of wages?

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY.

I. State and examine Mill's Theory of Value.

II. 1 How far do prices depend on the productiveness of mines?

2. Describe generally the variations in the value of silver during the last four hundred years.

3. Why would it be practically impossible for Government to make the rupee equivalent to Two Shillings?

III. What is the relation of the Bank of England to the British Government? Discuss in the light of precedents the action it should take in a monetary crisis.

IV. Discuss the statements:

1. 'The quantity of money in a country affects its foreign trade.'

2. 'The advantages of foreign trade to a country consist in its giving employment to the producers of the exports of that country.'

V. State and briefly discuss Adam Smith's view of the functions of the State.

VI. What economic objections are there to the following: a single tax; a graduated income-tax; and taxes on judicial processes, sales and unearned increments?

VII. Examine under their economic aspects the proposals that have been made for a Commercial Federation of the British Empire and the Nationalisation of the collieries of Great Britain.

VIII. Discuss the expediency of meeting a temporary extraordinary expenditure by a Public Loan, the issue of Inconvertible Paper Money, or increased Taxation.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY ON POLITICAL ECONOMY.

Write an Essay on one of the following subjects:

I. The present aspects of the silver question in the United States.

II. The modern reaction against the economic teachings of the Ricardian school.

III. State interference with the conditions of labour in India—its possible scope and expediency.

BRANCH VI.—ENGLISH.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY.

I. Give reasons for classifying Comparative Philology as a physical or as a historical science.

II. Give an account of Bopp's work, distinguishing what is now accepted as true from what is now rejected as false.

III. Discuss fully the question—whether roots ever constituted a real language.

IV. 1. "The ordinary procedure of Glottology has been to predicate of language in general what has been found true of Aryan in particular."

Give instances of such false generalisations.

2. Examine the validity of the following arguments:

(*a*) The Teutonic hampa, hanf, seems to show that the cultivation of hemp was known to the European Aryans before their separation, since it has undergone the action of Grimm's law.

(*b*) A certain thing was not known to the Western Aryans before their separation from the Eastern branch, because there is no common name for that thing in Eastern and Western Aryan.

V. 1. Lay down a few rules to be followed by a philologist in comparing languages for the purpose of ascertaining whether they have a common origin

2. What is unscientific in the procedure of various philologists who have maintained that the Semitic and the Aryan languages belong to the same family?

VI. Compare Sanskrit with Greek in respect of the preservation of the sounds of the hypothetical Aryan parent-speech.

VII. 1. What form in the hypothetical parent-speech may be inferred from each of the following series:

(*a*) Skt. dih; Gk. *θιγεῖν*; Lat fingo; Eng. dough.

(*b*) Skt jīv; Gk. *βίος*; Lat. vivo; Eng. quick.

(*c*) Skt. çatà; Gk. *ἑκατόν*; Lat. centum; Eng. hundred?

2. Write full notes on the changes which each of the words in (*a*), (*b*), (*c*), has undergone.

3. State whether Grimm's law applies to each of the sound-shiftings in (*a*), (*b*), (*c*); and, if Grimm's law does not apply, state the law which does apply.

VIII. Give an account of the influence of analogy in the alteration or production of grammatical forms.

IX. Discuss the evidence for the following views:

1. That the dual number is older than the plural.

2. That the accusative or objective case is the most primitive form of the noun.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE ENGLISH LANGUAGE.

I. 1. Write a note on the history of the letters ȝ, ð, ȝ.

2. Give examples of modern English words in which *a*, *e*, *i*, *o*, *u*, retain, as long vowels, the phonetic values belonging to these

letters in older English. Briefly indicate the line of argument you would pursue in support of your identification of these older values.

II. 1. Distinguish between *breaths* and *voices*, and identify the sounds in *wait*, *what*, *refuse* (verb), *refuse* (noun).

2. What phonetic changes take place in the following words when inflected for the plural: *oath*, *woman*? Point out the phonetic differences in the adjectival and participial uses of *aged*, *blessed*.

3. Distinguish between *front* and *back* vowels, and illustrate your answer in the case of the vowel sounds referred to in I (2).

III. Illustrate or discuss the following statements:

1. "Place names enable us to detect the successive tides of immigration that have flowed into England"

2. "The innate love of order and regularity, sobriety and economy, which was peculiar to the Conquerors (Norman) seems to have communicated itself to the English writers" after the Conquest.

3. The influence of analogy has been active in modifying inflexions in English

4. "When a foreign word is used in different senses, it often happens that, in its more familiar meaning, it throws the stress back, keeping the original stress in the less familiar meaning."

5. "While old English is very rich in impersonal verbs, there is a tendency in the later periods of Middle English towards the personal expression."

6. "The difference between the Northern English of the Middle period and the English of the present day lies rather in the vocabulary and the pronunciation than in the grammar."

IV. 1. Define *gender*. Account for its disappearance in the English adjective. What traces of gender in adjectives survive in Chaucer's language?

2. Define *mood*. How would you describe the function of the subjunctive mood? What uses of the subjunctive (without auxiliary)—now more or less obsolete—have you noted in Shakespeare?

V. Write a note on the formation of *compounds*, showing how compounds are to be distinguished from mere word-groupings in old and modern English.

VI. 1. By what different methods is the relation of words in a sentence indicated? Illustrate your answer?

2. Point out and illustrate some of the more common divergences between Logic and Grammar.

VII. 1. Remark on the history of the following words which occur in your M. E text-books. deyntee, triacle, sturdy, boistously, galoche, menghe.

2 Write an explanatory note on the history of (*a*) the doublets: *piety-pity*; *church-kirk*; and (*b*) the homonyms: *allow*, *deuce*.

VIII. 1. Remark on peculiarities of grammar or expression in the following:

(*a*) I hadde leuer than twenty pound worth lond
He were a man of swich discrecioun
As that ye ben.

(*b*) And to be bounden under subjeccioun
Of oon, she knoweth not his condicioun.

(*c*) Of all men else I have avoided thee.

(*d*) O what more favor can I do to thee,
Than with that hand that cut thy youth in twain
To sunder his that was thine enemy?

(*e*) But clay and clay differs in dignity
Whose dust is both alike.

2. Write short explanatory notes on the italicised words in: "a *maner* sergeaunt," "fare *thee* well," "it is a house of *mine*."

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

TEXT BOOKS.

Sweet's Anglo-Saxon Reader, Langland and Barbour (Morris and Skeat's Specimens of Early English), Chaucer,—Tale of the Man of Lawe, Clerkes Tale and Squieres Tale.

I. Give a close rendering in Modern English of the following extracts:—

1. Ǫnd þā salde se hęre him foregīslas ǫnd micle āþas þæt hie of his rīce uuoldon; ǫnd him ēac gehēton þæt hiera kyning fulwhite onfōn wolde: ǫnd hie þæt gelǣston swā. [Ǫnd þæs ymb iii wiecan cōm se cyning tō him Godrum, þritiga sum þāra mǫnna þe in þam hęre weorþuste wǣron æt Alre,] ǫnd þæt is wiþ Æþelingga-eige, ǫnd his se cyning þǣr onfēng æt fulwhite.

2. Þā hæfdon þā Węlhscan męnn geworht ænne castel on Hęrefordscīre on Swegenes eorles folgoðe, and worhton ǣlc þǣra hearma and bismera þæs cynges mannum þǣr ābūtan þe hī mihton. Þā cōm Godwine eorl, and Swegen eorl, and Harold eorl tōgædere æt Beofres stāne, and manig mann mid him, tō ðon þæt hī woldon faran tō heora cynehlāforde, and tō þām witum eallum þe mid him gegaderode wǣron, þæt hī þæs cynges rǣd hæfdon and his fultum, and ælra witena, hū hī mihton þæs cynges bismer āwrecan and ealles þēodscipes.

II. 1. Parse fully the underlined words in the above.

2. Give the A. S. forms of the Accusative and Dative Singular, and of the Dative and Genitive Plural of þes in all genders; also the Dative Singular and Genitive Plural of gōd in its strong and weak declensions.

3. Write a short note on (*a*) the use of the Passive, and (*b*) the Gerund, in Anglo-Saxon

4 Taking the sentence enclosed in brackets in the former of the above passages, point out in what respects its structure differs from the structure of an ordinary modern sentence.

III. 1. "Langland came near being a very great imaginative artist." Briefly illustrate this statement

2. What do we learn from Langland's text as to the standard of living—in relation to their food—among the poorer classes in England of the author's time?

IV. 1. Point out the chief dialectic peculiarities distinguishing the language of Barbour from that of Chaucer.

2. Describe the metre of the 'Bruce,' and refer to other contemporary, or nearly contemporary, poems in which a similar metre has been employed

V. 1. Specify the sources from which Chaucer probably drew for the Tale of the Man of Lawe and the Clerkes Tale. Compare Chaucer's descriptions of Custance and Grisild.

2. Describe the metre of the Clerkes Tale, and state what you know about the history of this metre.

3. Briefly illustrate Warton's criticism on the Squieres Tale—"The imagination of the story consists in Arabian fiction engrafted on Gothic chivalry"

4. Summarise what you conceive to be the chief poetical qualities exhibited by Chaucer in his Squieres Tale.

VI. Render into modern English:

1. And Comaunde þe Cunstable þat com at þe furste,
   To a Tache þe Traytours for eny Tresour,
   Ich hote, ȝe Fetere Fals faste for eny kunnes ȝiftus,
   And gurdeþ of gyles hed let him go no forþer;
   And bringeþ Meede to me Maugre hem alle.
2. And ȝif þou diȝete þe þus I dar legge boþe myn Eres,
   þat Fisyk schal his Forred hod for his foode sulle,
   And beo Fayn, be my Feiþ, his Fisyk to lete,
   And leorne to labre wiþ lond leste lyflode Faile.
3. Bot I haf herd oftsiss say,
   That quha endlang a vattir ay
   Wald vayd a bow-draucht, he suld ger
   Bath the sleuthhund and the ledar
   Tyne the sleuth men gert him ta;
   Pruf we gif it will now do swa.
4. Who saued danyel in the horrible caue,
   Ther euery wyght saue he, maister and knaue,
   Was with the leoun frete er he asterte?
5. But o thing wol I preye yow of your grace,
   That, but my lord forbad yow, atte leste
   Burieth this litel body in som place
   That bestes ne no briddes it to-race.

6. They slepen til that it was prynie large,
The moste part, but it were Canacee;
She was ful mesurable, as wommen be.

VII. 1. Write notes on the grammar or etymology of the underlined words in the several passages of the preceding question.

2. Give the meanings of the expressions: God him see,—berth him on hond,—axeth no reed at me,—ever lenger the more.

VIII. Write explanatory notes on:

1. þenne I droug me among þis drapers my Donet to leorne.

2. Firste moeuyng cruel firmament.

3. Blood was in his dominaciouu.

4. Chichenache.

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

TEXT BOOKS.

Spenser: The Shepheards Calender. *Ben Jonson*: Every Man in His Humour. *Shakespeare*: The Tempest, Richard II., Antony and Cleopatra, Othello *Milton*: Samson Agonistes and Sonnets.

I. 1. Name the writers whom Spenser especially imitated in the Shepheards Calender.

2. What persons are referred to under the names of Syrinx, Algrind, Cuddie, Pan, Hobbinol and Colin Clout?

3. Explain the following passages, noticing any allusions in them:

(*a*) "Advance the worthy whom she loveth best,
That first the white beare to the stake did bring."

(*b*) "It is very excellent for pleasant descriptions, being altogether a certain Icon or Hypotyposis of disdainfull younkers."

II. 1. In what years were the quarto and folio editions of Every Man in His Humour published? State what are the chief differences between the two editions.

2. Write the briefest possible outline of the plot of Every Man in His Humour.

3. Annotate the following passages:

(*a*) "Your Garagantua breech cannot carry it away so."

(*b*) "And shadow their glory as a millaner's wife does her wrought stomacher, with a smoaky lawn, or a black cypress."

III. 1. The source from which Shakespeare obtained the plot of The Tempest has not been traced. Mention the source from which he is supposed to have derived the idea of the following incidents in the play, viz.: the shipwreck, Gonzalo's description of his imaginary kingdom, and the mention of Setebos and Sycorax.

2. What do you consider Caliban typifies, and what, in your opinion, is the meaning of the episode of Caliban, Stephano and Trinculo?

IV. 1. Explain the adjectives in the following phrases: blue-eyed hag, fraughting souls, thou deboshed fish, thy pole-clipt vineyards, my quaint Ariel, an undergoing stomach.

2. Write notes on the following passages:

(a) "Bring her to try with the main course."

(b) ———— "Which now we find
Each putter-out of five for one will bring us
Good warrant of."

V. 1. It has been said that there is "an ethical objection" to the play of Antony and Cleopatra, which disqualifies it for the high place among Shakespeare's works assigned it by some critics. What is this objection? Do you consider it valid?

2. Sketch briefly the character of Domitius Enobarbus.

VI. Explain, stating speaker and context:

(1) ———— "Truths would be tales
Where now half tales be truths."

(2) "The Boar of Thessaly was never so embossed."

(3) "Ere the ninth hour I drunk him to his bed."

(4) "They have made him drink almsdrink."

VII. 1. What are Iago's motives as stated by himself for compassing the ruin of Othello, Desdemona, Roderigo and Cassio respectively?

2. Trace the actions and words of Desdemona which assist in leading up to the catastrophe of the play.

VIII. Write notes on: ancient, trash, caitiff, carrack, customer, quillet.

IX. Describe and illustrate by passages from the play the character of King Richard II.

X. 1. In what year was the play of Richard II. written, and what internal evidence of its date does it present?

2. How were the following persons, mentioned in the play of Richard II., related to one another: Aumerle, the Duke of Gloucester, Bolingbroke, John of Gaunt, King Edward III?

XI. 1. Give the dates of the events referred to in the following Sonnets, namely:

Sonnet II. On his being arrived at the age of Twenty-three.

Sonnet III. When the assault was intended on the City.

Sonnet VI. On the detraction which followed upon my writing certain treatises.

Sonnet XIII. On the late Massacre in Piedmont.

2. Explain the following:

(a) "That dishonest victory
At Chaeronea."

(b) "While Darwen stream, with blood of Scots imbrued."

(c) "I waked, she fled, and day brought back my night."

XII. 1. Trace the points of likeness between the Samson Ago-

nistes and a Greek tragedy, and quote Johnson's criticism of the main defect of Milton's work.

2. Why did Milton select the story of Samson as a subject for his tragedy, and what is the meaning of Agonistes?

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

I. Write an Essay on "The Novel in English Literature."

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

TEXT BOOKS.

BACON, MILTON, JOHNSON, ADDISON, BURKE.

I. 1. Exemplify from the *Essays* Bacon's character (*a*) as a moralist, (*b*) as a statesman, (*c*) as a man of the world

2. State briefly the four points of his Essay *Of Judicature*.

3. Contrast the "plantations" of which Bacon writes with the Roman "colonies."

II. Explain with reference to the context:

(1) For if a man can be partaker of God's theater, he shall likewise be partaker of God's rest.

(2) It was well said by Themistocles to the King of Persia, that speech was like cloth of Arras, opened and put abroad; whereby the imagery doth appear in figure; whereas in thoughts they lie but as in packs.

(3) Certainly in Italy they hold it a little suspect in Popes, when they have often in their mouths *Padre commune*.

(4) But East and West have no certain points of Heaven

III. 1. Give a brief outline of Milton's scheme of education, and consider fully Johnson's criticism of it.

2. Mention some of the mistakes in education imputed by Milton to the system in vogue in his time.

IV. Modernize:

The interim of unsweating themselves regularly, and convenient rest before meat, may, both with profit and delight, be taken up in recreating and composing their travailed spirits with the solemn and divine harmonies of music, heard or learned; either whilst the skilful organist plies his grave and fancied descant in lofty fuges, or the whole symphony with artful and unimaginable touches adorn and grace the well-studied chords of some choice composer; sometimes the lute or soft organ-stop waiting on elegant voices, either to religious, martial, or civil ditties.

Illustrate the above extract from Milton's poems.

V. 1. State, in its more important points, Johnson's estimate of the so-called "metaphysical poets."

2. "The fable (of the *Davideis*) is plainly implex, formed rather from the Odyssey than the Iliad; and many artifices of diversification are employed with the skill of a man acquainted with the best models" Explain this.

3. Characterize Swift's style as a prose writer.

VI. 1. Mention some of Johnson's strictures on Gray's Pindaric Odes as regards (*a*) imagery, (*b*) structure of poem, (*c*) language.

2. Describe *The Wanderer*, *The Triumph of Health and Mirth*, and *The Progress of a Divine*.

VII. 1. Trace briefly the growth of periodical literature in England, first as regards political, secondly as regards social, subjects; and compare the character of such literature in the hands of Addison and of Swift.

2. What writers besides Addison contributed to the picture we have of Sir Roger de Coverly? Do their papers harmonize with those of Addison?

VIII. Explain the allusions in the following extracts:

(1) If the dairy maid does not make her butter come so soon as she would have it, Moll White is at the bottom of the churn.

(2) A Cassandra of the crew, after having examined my lines very diligently, told me that I loved a pretty maid in a corner.

(3) The lord who had cut off the King of Morocco's head.

(4) The fifty new churches will very much mend the prospect.

IX. 1. What were Burke's views as to the relation of a member of Parliament to his constituents?

2. Specify the points on which in 1780 Burke was called to account by the Bristol electors, and indicate his line of defence on each of those points.

X. 1. To what circumstance is reference made in the following?—

This scene of shame and disgrace has, in a manner whilst I am speaking, ended by the perpetual establishment of a military power in the dominions of this crown.

2. Explain:

(*a*) I am a debtor to the debtors. I confess judgment. I owe what, if ever it be in my power, I shall most certainly pay,—ample atonement and usurious amends to liberty and humanity for my unhappy lapse.

(*b*) What a spectacle would it be to Europe, to see us at this time of day balancing the account of tyranny with those very countries, and by our persecutions driving back trade and manufacture, as a sort of vagabonds, to their original settlement!

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

ENGLISH TEXT-BOOKS.

Wordsworth's "Excursion": *Shelley's* "Prometheus Unbound": *Tennyson's* "Princess": *Browning's* "Men and Women": *Scott's* "Pirate": *Hallam's* "Introduction to the Literature of Europe," (portions): *Carlyle's* "Heroes and Hero-worship."

I. 1. Estimate the value of the "Excursion" in comparison with Wordsworth's lyrical poetry.

2. What are Wordsworth's views on the position and claims of the lower orders in human society who work for the comfort of others?

II. Comment on:

1. "That blithe race who wore erewhile
Their golden grasshoppers, in sign that they
Had sprung from out the soil whereon they dwelt."

2. "They never drew
A look or motion of intelligence
From infant conning of the Christ-cross-row."

III. 1. What means does Shelley adopt in the "Prometheus Unbound" to represent the consummation of human destinies? Criticise his success.

2. Briefly recount the interview in which Mercury tries to persuade Prometheus to submit.

3. Explain the epithets: "shadow-peopled Infancy", "dædal cups", "Praxitelean shapes", "amphisbænic snakes", "tyrant-quelling myrtle."

IV. 1. Quote from the "Princess" to illustrate Tennyson's devices for making the rhythm and sound of his lines echo the sense.

2. What is the chief influence towards the dénouement of the plot in the "Princess", and how is this expressly brought to the notice of the reader?

3. Briefly state the substance of the Princess' remarks after the maiden's song at the beginning of Canto iv.

V. Annotate:

1. "Rapt in glorious dreams,
"The second sight of some Astræan age."

2. "I was one
To whom the touch of all mischance but came
As night to him that sitting on a hill
Sees the midsummer, midnight, Norway sun
Set into sunrise"

VI. 1. Trace Browning's power of psychological analysis from the drift of the poem on Cleon.

2. "The common problem, yours, mine, everyone's,
Is———"

What is this problem, and its solution, according to Bishop Blougram?

VII. Explain:

1. "And Job, I must have him there past mistake,
The man of Uz, (and Us without the z,
Painters who need his patience.)"

2. "Aha, ELUCESCEBAT quoth our friend?
No Tully, said I, Ulpian at the best!
Evil and brief hath been my pilgrimage.
All *lapis*, all, sons! Else I give the Pope
My villas!"

VIII. 1. Briefly estimate the character of Cleveland as that of a Pirate.

2. "The chain and gift are each a true token
That not without warrant old Norna hath spoken;
But thy nearest and dearest must never behold them
Till time shall accomplish the truths I have told them."

Draw out the import of this passage in the plot of the "Pirate."

IX. Give the meaning of:

1. "I will test upon it at my death, and keep it for a purse-penny till that day comes; and that's no using it in the way of spending-siller."

2. "Fey folk run fast, and the thing that we are born to we cannot win by."

X 1. Characterise briefly the English Prose-literature of Elizabeth's reign.

2. Describe the origin of the French Academy.

3. What are alluded to as "the French Ovid", "Comedies of the hat and sword", "the Academy of the Sieve", "the Dioscuri of our zodiac"?

XI. 1. Contrast, according to Carlyle, the attitudes of primitive and modern thinkers towards Nature.

2. How does Carlyle refute the objection that Liberty of private judgment is opposed to Hero-worship?

XII. 1. What does Carlyle consider to be "the greatest scene in modern European History"? Explain his view.

2. Discuss (*a*) "Without morality, intellect were impossible."

(*b*) "The Divine Right of Kings."

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TRANSLATION.

Translate into English:

1. आरुह्याद्रिमथावरुह्य विपिनान्यासाद्य नानाफला-

न्यास्वाद्य प्लुतमारचय्य वदनैरापाद्य वाद्यक्रमान् ।
आलिङ्ग्य द्रुममक्रमं मदवशादाधूय पुच्छच्छटा-
मारादाविरभूदहंप्रथमिकापीना कपीनां चमूः ॥ १ ॥
निद्रात्ययादरुणितेन समीरपुत्र-
स्सौमित्रिनेत्रयुगलेन निपीयमानः ।
चूडामणिं करतले कलयन् ववन्दे
पादारविन्दयुगलं भरताग्रजस्य ॥ २ ॥
अक्लेशसंभूतगतागताभ्यां वितीर्णविस्तीर्णमहार्णवोऽपि।
आनन्दसिन्धौ पतनासमक्षमक्षस्य हन्ता नितरां
ममज्ज ॥ ३ ॥
आनीतचूडामणिसंनिधानादाविः प्रमोदेन रघूद्वहेन ।
तत्रानुयुक्तः पवमानजन्मा विज्ञापयामास कृतप्रणा-
मः ॥ ४ ॥
लङ्कापुरोपवनसीम्न्यथ राजपुत्री-
मालोकयं निशिचरीगणबाध्यमानाम् ।
केनापि पातकवशेन सुपर्णलोके
बन्दीकृतामिव भुजंगमराजकन्याम् ॥ ५ ॥
देव्यास्त्वदीयान्वयकीर्तनेन त्वन्मुद्रया च व्यपनीय
शोकम् । वार्तामभिज्ञानमयीमयाचं प्रस्थातुकामः
परिपूर्णकामः ॥ ६ ॥
ब्रह्मास्त्रवित्रस्तजयन्तकृत्यां कथां च विज्ञाप्य वने
प्रवृत्ताम् । चिरं रुदन्त्या जनकेन्द्रपुत्र्या चूडामणिः
प्रेषित एष तुभ्यम् ॥

2. निर्गत्य च पूर्वारूढया पत्रलेखया समध्यासितान्तरासनामुपपपादितप्रस्थानसमुचितमङ्गल्यालंकारां ससंभ्रमाधोरणोपनीतां करेणुकामधिरुह्य दशवदनबाहुदण्डावस्थितकैलासकान्तिना मुक्ताफलजालिना शतशलाकेनातपत्रेण निवार्यमाणातपो निर्गन्तुमारेभे ॥

निर्गच्छंश्च प्राकारान्तारितदर्शनानां द्वारावस्थितानां प्रतिपालयतां. राज्ञामुन्मयूखानां चूडामणीनां अलक्तकद्रवद्युतिमुषा बहलेनालोकबालातपेन राज्याभिषेकानन्तरप्रसृतेन स्वप्रतापवह्निनेवात्यर्थं पिञ्जरीक्रियमाणा दश दिशो यौवराज्याभिषेकजन्मना निजानुरागेणेव रज्यमानमवनितलमासन्नरिपुविनाशपिशुनेन दिग्दाहेनेव पाटलीक्रियमाणमम्बरतलं अभिमुखागतभुवनतललक्ष्मीचरणालक्तकरसेनेव लोहितायमानातपं दिवसं ददर्श ॥

विनिर्गतश्च ससंभ्रमप्रचलितगजघटासहस्रैरन्योऽन्यसंघट्टजर्जारेतातपत्रमण्डलैः आदरावनतमौलिशिथिलमणिमुकुटपङ्क्तिभिरावर्जितरत्नकर्णपूरैः कपोलस्थलस्खलितरत्नकुण्डलैः आज्ञप्तसेनापतिनिर्दिश्यमाननामभिरवनिभुजां चक्रवालैः प्रणम्यमानः बहलसिन्दूररेणुपाटलेन क्षितितलदोलायमानस्थूलमुक्ताकलापावचूलेन सितकुसुममालाजालशबलशिरसा संलग्नसंध्यातपेन तिर्यगावर्जितश्वेतगङ्गाप्रवाहेण तारागणदन्तुरितशिखरशिलातलेन मेरुगिरिणेव गन्धमादनेनानुगम्यमानः कनकालङ्कारप्रभाप्रतानकल्माषितावयवेन च दत्तकुङ्कुमस्थास-

केनेवाकृष्यमाणेनेन्द्रायुधेन सनाथीकृतपुरोभागः शनैः शनैः प्रथममेव शातक्रतवीमाशामभिप्रतस्थे ॥

3. उत्खातं निधिशङ्कया क्षितितलं ध्माता गिरेर्धातवः
निस्तीर्णस्सरितां पतिर्नृपतयो यत्नेन संतोषिताः ।
मन्त्राराधनतत्परेण मनसा नीताः श्मशाने निशाः
प्राप्तः काणवराटकोऽपि न मया तृष्णे सकामा भव ॥

4. मृत्पिण्डो जलरेखया वलयितस्सर्वेऽप्ययं नन्वणुः
स्वांशीकृत्य तमेव सङ्गरशतै राज्ञां गणा भुञ्जते ।
ते दद्युर्ददतेऽथवा किमपरं क्षुद्रा दरिद्रा भृशं
धिग्धिक् तां पुरुषाधमान् धनकणान् वाञ्छन्ति ते-
भ्योऽपि ये ॥

5. प्रदानं प्रच्छन्नं गृहमुपगते संभ्रमविधिः
प्रियं कृत्वा मौनं सदसि कथनं चाप्युपकृतेः ।
अनुत्सेको लक्ष्म्यां निरभिभवसाराः परकथाः
सतां केनोद्दिष्टं विषममसिधाराव्रतमिदम् ॥

6. परिक्षीणः कश्चित् स्पृहयति यवानां प्रसृतये
स पश्चात्संपूर्णः कलयति धरित्रीं तृणसमाम् ।
अतश्चानेकान्ता गुरुलघुतयार्थेषु धनिना-
मवस्था वस्तूनि प्रथयति च संकोचयति च ॥

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

TRANSLATION.

Translate into Sanskrit:

1. Centuries had elapsed since the Aryans had first settled on the banks of the Indus and the centuries had done their work in progress and civilisation. The Kurus and Pānchālas were no

longer like the warrior-cultivators who battled against the black aborigines and won the banks of the Indus and its tributaries. Manners had changed, societies had made considerable progress, kings invited wise men to their polished courts, held learned controversies with their priests, performed elaborate sacrifices according to the dictates of religion, led respectable and trained armies to the field, appointed duly qualified men to collect taxes and to administer justice and performed all the duties of civilised administrators. The relations and friends of the king and all the warriors of the nation learnt archery, riding, and driving the war-chariot from their early youth, and also learned the Vedas and all the holy learning that was handed down from generation to generation. The priests multiplied religious rites and observances, preserved the traditional learning of the land, and instructed and helped the people in their religious duties. The people lived in their towns and villages, cherished the sacred sacrificial fire in their houses, cultivated the arts of peace, trained their boys from early youth in their Vedas and their social and religious duties, and gradually developed those social customs which in India have the force of laws. Women had their legitimate influence in society and moved without restraint. Society in India fourteen hundred years before Christ was more polished and refined than that of the preceding Vedic age.

2. Civilisation, however, does not put a stop to wars and dissensions, and of the political history of the Kurus and the Pānchālas the only reminiscences we possess are those of a sanguinary war in which many neighbouring tribes took part and which form the subject of one of the two great epics of India. There is a passage in the thirteenth book of the Satapatha Brāhmana, in which Bharata, the son of Dushyanta and Sakuntalā, Dhritarashtra, the king of Kurus, and Janamejaya Pārikshita and his three brothers, Bhimasena and others, are named, and these last are absolved from all Brahmahatyā. Again in the fourteenth book we find an account of a discussion between Yājnavalkya and his rivals in Janaka's court, and one of the questions put to Yājnavalkya by one of his rivals is "Whither have the Pārikshitas gone?" and Yājnavalkya answers: "Thither where all Asvamedha sacrificers go."

3. Without assenting to the inference that the Satapatha Brāhmana was commenced before the war, we think there can be little doubt as to the war itself in which the Kurus and Pānchālas and other races were engaged. There can be as little doubt that this war was the subject of the Mahābhārata in its original shape, and this original Mahābhārata began to be composed within a few centuries after the war, probably within the epic period. The name of the Mahābhārata occurs in Ásvalāyana's Grihyasūtra, and scholars agree in maintaining that the orginal Mahābhārata existed in Ásvalayana's time in the rationalistic age which immediately followed the epic period.

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TAMIL: TRANSLATION.

Translate into English:

1. அழகுதரக்கனிந்த நச்சுமரம்பழையதெனினுமதிலமு
துண்டாமோ
விழைவுதருசுவைக்கரும்புபுதியதுவேயெனினுமத
னிரதம்போமோ
இழிவுறுபாடலுமுயர்வுதங்கியசெய்யுளுமவைபோலி
ருக்குமாகிற்
பழமையெனநலந்தருமோபுதுமையெனவிகழ்படுமோ
பயன்கொள்வோர்க்கே.

2. மாநிலங்காவலனுவான்மன்னுயிர்காக்குங்காலைத்
தானதனுக்கிடையூறுதன்னுற்றன்பரிசனத்தால்
ஊனமிகுபகைத்திறத்தாற்கள்வராலுயிர்தம்மால்
ஆனபயமைந்துந்தீர்த்தறங்காப்பானல்லனே.

3. கல்லிடைப்பிறந்து போந்துகடலிடைக்கலந்தநீத்தம்
எல்லையின் மறைகளாலு மியம்பரும் பொருளீதென்
னத்
தொல்லையினென்றேயாகித் துறைதொறும்பரந்தசூ
ழ்ச்சிப்
பல்பெருஞ்சமயஞ்சொல்லும் பொருளும்போற்பரந்த
தன்றே.

4. ஐயநீயாடுதற்கமைந்தசூதுமற்
றெய்துநல்குரவினுக்கியைந்ததூதுவெம்
பொய்யினுக்கருந்துணைபுன்மைக்கீன்றதாய்
மெய்யினுக்குறுபகையென்பமேலையோர்.

5. கொடியுமுரசுங் கொற்றவெண்குடையும்
பிறர்கொளப்பொறாஅன் தானேகொண்டு
பொதுநீங்குதிகிரி திசைதிசைபோக்கிச்
செவியிற்கண்டு கண்ணிற்கூறி
இருநிலம்புரக்கு மொருபெருவேந்தன்
மிக்கோனொருவன் வெறுக்கைநோக்குழித்
தொக்கதன்வெறுக்கை சுருங்கித்தோன்ற
இழப்புறுவிழும மெய்தியழுக்கறுத்து
மற்றதுபெறுதற் குற்றனதெரீ இ
அயிற்சுவைபெறாஅன் துயிற்சுவையுறாஅன்
சிறுகாற்றுவழங்காப் பெருமூச்செறிந்து

கவலையுற்றழிவதூஉங் காண்டுமெதாஅன்று
விறகெடுத்தூர்தொறுஞ் சுமந்துவிற்றுக்
கூலிகொண்டு
புற்கையுமடகு மாந்திமக்களொடு
மனையும்பிறவு நோக்கியயன்மனை
முயற்சியின்மகனை யிழித்தனனெள்ளி
எனக்கிணையிலையென வினையன்மற்றொருவன்
மனக்களிப்புறீஇ மகிழ்வதூஉங்காண்டும்
அதனால்
செல்வமென்பது சிந்தையினிறைவே
அல்காநல்குர வவாவெனப்படுமே.

6. துரியோதனன் வீமனைப்பிணித்து நதியிலிட்டும் அரவங்களாற் கடிப்பித்தும் நதியில் வசிநாட்டியும் விஷபக்ஷணங்களை உண்பித்தும் பாதலத்தடையும்படி கங்கையிலழுத்தியும் கொல்லுதற்கு யத்தனித்தமையேயன்றி, நெருப்பிட்டு ஐவரையுங் கொல்ல அரக்குமாளிகை வகுத்தும் நாடுமுதலியவற்றைச் சூதிற்கவர்ந்தும் திரௌபதையைத் துகிலுரிந்தும் அறுவரும் வனத்தடைந்திருக்குங்கால் அகாலத்திலே அன்னம்வேண்டுமென்று துருவாசமுனிவரை அனுப்பியும் கொல்லும்படி காளமுனிவராற் பூதத்தை ஏவியும் இவ்வாறெண்ணிறந்த இடுக்கண்களை இயற்றவும், தருமர் தம்பியர்களைத் தணித்து அவற்றையெல்லாம் இன்பமெனவே பாராட்டினமையால் அத்துரியோதனனையும் போரில் வென்று சகல இன்பங்களையும் அநுபவிக்கப்பெற்றனர். இதுபற்றியன்றே தெய்வப்புலமைத் திருவள்ளுவரும்

இன்னாமை யின்ப மெனக்கொளி னாகுந்தன்
ஒன்னார் விழையுஞ் சிறப்பு.

என்றருளிச்செய்தனர்.

7. காதலன் முனிவுக்கஞ்சாதே எறியென்றெதிர் நிற்பாள் கூற்றத்தையொப்பாள்; சிறுகாலையே அட்டில் புகாதாள் மருந்திற்றீராத நோயையொப்பாள்; அட்டதனைக் காதலன் விரும்பியுண்டற்குதவாதாள் இல்வாழ் பேயையொப்பாள்; இப்பெண்டிர் மூவரும் கணவனைக் கொல்லும் படையையொப்பார்.

8. குன்றக்கூறல் மிகைபடக்கூறல் கூறியதுகூறல் மாறுகொளக்கூறல் மயங்கவைத்தல் மற்றொன்றுவிரித்தல் சென்றுதேய்ந்திறுதல் முதலிய குற்றங்கள் நிரம்பிய ஆபாசமான நூலொன்றை வெளிப்படுத்திய இவர், சுருங்கச்சொல்லல் விள

ங்கவைத்தல் ஓசையுடைமை ஆழமுடைமை விழுமியதுபயத்தல் முதலிய அழகுவாய்ந்த இந்நூலுக்குக் குற்றங்கூறத் தொடங்குதல் அம்மம்ம! சாலவியப்புடைத்து!

ஏதிலார் குற்றம்போற் றங்குற்றங் காண்கிற்பிற்
றீ தண்டோ மன்னு முயிர்க்கு.

என்பதை இவர் உணர்ந்திலர் போலும்.

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

MALAYALAM: TRANSLATION.

Translate into English:

1. വേണാട്ടടികളുടെ ക്രൂലി ചേകവരിൽ ഒരുത്തൻ കന്നേററിക്കടവിൽനിന്ന ഒരു ബ്രാഹ്മണനെ കളിയും ഊക്കലും മുടക്കി തടുത്തു പാപ്പിച്ചിരിക്കുന്നു. അന്നു മൂന്നാം ക്രൂറായ തമ്പുരാൻ യഥായോഗം അവിടേക്കെഴുന്നള്ളി അവനെയും വെട്ടിക്കൊന്നു ബ്രാഹ്മണൻെറ കളിയും ഊക്കയും കഴിപ്പിച്ചു എഴുന്നെള്ളിയിരിക്കുന്നു. അതിന്നു അടികൾ പരിഭവിച്ചു പുരുഷാരത്തെ കല്പിച്ചു ചോറുവായിൽ തെക്കോട്ട് നമ്മുടെ തമ്പുരാൻെറ മേൽ കോയ്മസ്ഥാനം നടക്കുതെന്നു കല്പിച്ചു. അക്കാലം നമ്മുടെ തമ്പുരാൻ തിരുവുള്ളത്തിലേറി യോഗം തികച്ചുചോറുവായ കടന്നു കാഞ്ഞൂര പുഴകടന്നു വൈപ്പിയുടെ കൊച്ചി അഴികടന്നു.....ഉടയനാട്ടു കരയോട്ടു എഴുന്നെള്ളുമ്പോൾ വേണാട്ടടികളും വന്നു നമ്മുടെ തൃക്കാൽക്കൽ അഭയംചൊല്ലി. നമ്മുടെതു അഴിഞ്ഞ അർത്ഥവും വടക്കോട്ടു തിരിച്ചുവെച്ചു കാളംതോക്കും പിഴപോക്കുവാനായി ആനയും ഇരുത്തി. അന്നു ദിഗ്ജയംകൊണ്ടു വീരമല്ലളം അടിപ്പിച്ചു ആനക്കഴുത്തിൽ ഏറി വടക്കോട്ടു എഴുന്നെള്ളി തിരുവനന്തപുരത്തു ഭഗവാനു വായിത്തരം കെട്ടിയ ദേശങ്ങളും കല്പിച്ചു മഹാരാജാവ കുന്നലക്കോനാതിരി എന്ന കേട്ടിരിക്കുന്നു.

2. ആ ശാസ്ത്രത്തിൽ പ്രത്യക്ഷം തന്നെ പ്രമാണം; പ്രഥിവ്യപ്തേജോ വായുക്കൾ തന്നെ ഭൂതങ്ങൾ, അർത്ഥകാമങ്ങൾ തന്നെ പുരുഷാർത്ഥങ്ങൾ, ഭൂതങ്ങൾ തന്നെ ശരീരാകാരമായി ഭവിച്ചിട്ടുള്ള ജ്ഞാനത്തെ ഉണ്ടാക്കുന്നു. പരലോകമില്ല, മരണം തന്നെ മോക്ഷം.

3. പായിൽ ഇരിക്കുമ്പോഴേക്ക പണിക്കരുടെ മുഖത്തിൽ

നിന്ന സ്ഫുരിക്കുന്ന ഒരു ഭക്തി രസം ഇന്നപ്രകാരമെന്ന പറവാൻ പ്രയാസം. കണ്ണുഭക്തി രസപാരവശ്യത്താൽ പകുതിയെ മിഴിയുന്നുള്ളു. വണിക്കര മന്ദമായി കവിടി സഞ്ചി എടുത്ത മുമ്പിൽ വെച്ച് ഒന്നതൊഴുത് കണ്ണുതീരെ അടച്ച് ഒരു മന്ത്രം ജപിച്ച് പിന്നേയും ഒന്നുതൊഴുത് സഞ്ചി അഴിച്ച് അത്യന്ത ധവളമായിരിക്കുന്ന ഒരു ഇരുനാഴിയോളം കവിടിവീരാളിപായിൽ ചൊരിഞ്ഞു. ചെറുവക കവിടികളിൽ പത്തു പതിനഞ്ചും വലിയ കവിടികളും സ്ഫടിക മഷിക്കുപ്പിയൊ മററോ പൊളിഞ്ഞതിൽ നിന്നു എടുത്ത ആറേഴ സ്ഫടിക കഷണങ്ങളും ഉണ്ടായിരുന്നു. കവിടിചൊരിഞ്ഞ ഉടനെ പണിക്കര അതിനെ അത്യന്ത ഭക്തി രസത്തോടുകൂടി തൊട്ട് ജഗദീശ്വരനെ എന്നു തോന്നുമാറ അഭിവാദ്യംചെയ്തു. ഉടനെ രാശിചക്രം ഉണ്ടാക്കി ഗണപതി കവിടികൾ നിരത്തി പഞ്ചപ്രകാരമുള്ള അഭിവാദ്യങ്ങളും ജപങ്ങളും കഴിഞ്ഞ ശേഷം പ്രശ്നത്തിന്നു ആരംഭിച്ചു. കവിടികളെതലോടിതലോടി ചുഴററി തുടങ്ങി പണിക്കരുടെ ചുണ്ടുകൾ മന്ത്രജപത്താൽ അതികലശലായി ആടി തുടങ്ങി വിറപ്പനി ഉണ്ടായാൽ ഇത്രവേഗം വിറക്കുക യില്ലാ.

4. ഭരതൻ ചെന്നുടൻ പുരംപ്രവേശിച്ചു
പെരിച്ചാഴിക്രമൻ പെരിയ പൂച്ചയും
നിറഞ്ഞിരിക്കുന്ന പുരവും കണ്ടഥ
ഇരുട്ടിനാൽ നിറഞ്ഞോരു കാളരാത്രി
പരിശോഭിക്കാതെ ഇരിക്കുന്നപോലെ
തപനനെക്കൊണ്ടു തപിച്ചിരിക്കുന്ന
പത്രികൾകൊണ്ടും ജലജന്തുകൊണ്ടും
കൃശയായുള്ളോരു ഗിരിനദിപോലെ
കൊടികടതഴകവചമെന്നിവ
ഭടവരന്മാരും മുറിഞ്ഞുപോയുള്ള
പടയിലാപത്തു ഭവിച്ചിരിക്കുന്ന
പടക്കൂട്ടം പാരം തളർന്നതുപോലേ
പവനനില്ലാത്ത കടൽ തിരകൾ തൻ
രവമില്ലാതെ കണ്ടിരിക്കുംപോലെയും
സുകൃതമൊക്കയുമൊടുങ്ങി ഭൂമിയിൽ
പതിച്ച നക്ഷത്ര വലിയപ്പോലേയും

വസന്തകാലത്തിൽ സുപുഷ്പിതലതാ
വനാഗ്നിനാവാടിക്കിടക്കുംപോലെയും
ജലദങ്ങൾകൊണ്ടു മറഞ്ഞിരിക്കുന്ന
മതിയും താരകഗണങ്ങൾപോലെയും.....

5. ദേഹം നിമിത്തമീദുഃഖമറികനീ
ദേഹമോർക്കിൽ കർമ്മസംഭവം നിർണ്ണയം
ദേഹത്തിലുള്ളോര ഹംബുദ്ധികൈക്കൊണ്ടു
മോഹാദാഹംകൃതി കർമ്മങ്ങൾചെയ്യുന്നു
നിത്യയായുള്ളോര വിദ്യാസമുത്ഭവ
വസ്തുവായുള്ളോന്നഹങ്കാരമോർക്കനീ
ചിൽഛായയോടു സംയുക്തമാവ്വത്തെ
തപ്തമായുള്ളോരയഃ പിണ്ഡവത്സദാ
തേനദേഹത്തിന്ന താദാത്മ്യയോഗേന
താനൊരു ചേതനവാനായി ഭവിക്കുന്നു
ദേഹോഹമെന്നുള്ള ബുദ്ധിയുണ്ടായ്വന്നു
മാഹന്തനൂന മാത്മാവിനു മായയാ
ദേഹോഹമല്ലെ വകർമ്മകർത്താഹമി
ത്യാഹങ്കസംകല്പ്പ സർവ്വദാജീവനും
കർമ്മങ്ങൾചെയ്തു ഫലങ്ങളാൽ ബദ്ധനായി
സന്മോഹമാന്ന ജനനമരണമാം.
സംസാരസൌഖ്യ ദുഃഖാദികൾ സാധിച്ചു
ഹംസപദങ്ങൾ മറന്നു ചമയുന്നു
മേല്പ്പേട്ടുമാശുകിൾപ്പേട്ടും ഭ്രമിച്ചതി
താല്പ്പര്യവാൻ പുണ്യപാപാത്മകസ്സ്വയം
എത്രയും പുണ്യങ്ങൾ ചെയ്തേൻ വളരെഞാൻ
വിത്താനുരൂപേണയജ്ഞ ദാനാദികൾ
ദുർഗ്ഗതി നീക്കിസ്സുഖിച്ചുവസക്കേണം
സ്വർഗ്ഗംഗമിച്ചെന്നു കല്പിച്ചിരിക്കവെ
മൃത്യുഭവിച്ചു സുഖിച്ചുവാഴും വിധൌ
ഉത്തമാംഗംകൊള്ളു വീഴുമധോഭൂവി

പുണ്യമൊടുങ്ങിയാലിന്ദ്രതന്മണ്ഡലെ
ചെന്നുപതിച്ചു നീഹാര സമേതനായി
ഭൂമെപതിച്ചു ശാല്യാദികളായി ഭവി
ച്ചാമോദ മുൾക്കൊണ്ടുവാഴും ചിരതരം.

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

TRANSLATION INTO THE VERNACULAR.

Translate into your Vernacular language:

I. Therefore doth Heaven divide
The state of man in divers functions,
Setting endeavour in continual motion;
To which is fixed, as an aim or butt,
Obedience: for so work the honey-bees;
Creatures that, by a rule in nature, teach
The art of order to a peopled kingdom.
They have a king, and officers of sorts:
Where some, like magistrates, correct at home;
Others, like merchants, venture trade abroad;
Others, like soldiers, armed in their stings,
Make boot upon the summer's velvet buds;
Which pillage they with merry march bring home
To the tent-royal of their emperor;
Who, busied in his majesty, surveys
The singing mason building roofs of gold;
The civil citizens kneading up the honey;
The poor mechanic porters crowding in
Their heavy burthens at his narrow gate;
The sad-eyed justice, with his surly hum,
Delivering o'er to executors pale
The lazy yawning drone. I this infer,—
That many things, having full reference
To one consent, may work contrariously.

II. Fame is the spur that the clear spirit doth raise
(That last infirmity of noble mind)
To scorn delights, and live laborious days;
But the fair guerdon when we hope to find,
And think to burst out into sudden blaze,
Comes the blind Fury with the abhorred shears,
And slits the thin-spun life.

III. Though, during barbarism and the earlier stages of civilization, war has the effect of exterminating the weaker societies, and of weeding out the weaker members of the stronger societies, and thus in both ways furthering the development of those valuable powers, bodily and mental, which war brings into play; yet during the later stages of civilization, the second of these actions is re-

versed. So long as all adult males have to bear arms, the average result is that those of most strength and quickness survive, while the feebler and slower are slain; but when the industrial development has become such that only some of the adult males are drafted into the army, the tendency is to pick out and expose to slaughter the best-grown and healthiest: leaving behind the physically-inferior to propagate the race. The fact that among ourselves, though the number of soldiers raised is not relatively large, many recruits are rejected by the examining surgeons, shows that the process inevitably works towards deterioration. Where, as in France, conscriptions have gone on taking away the finest men, generation after generation, the needful lowering of the standard proves how disastrous is the effect on those animal qualities of a race which form a necessary basis for all higher qualities. If the depletion is indirect also, if there is such an over-draw on the energies of the industrial population that a large share of heavy labour is thrown on the women, whose systems are taxed simultaneously by hard work and child-bearing, a further cause of physical degeneracy comes into play. War, therefore, after a certain stage of progress, instead of furthering bodily development and the development of certain mental powers, becomes a cause of retrogression.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF ENGLISH LITERATURE.

I. "The finest poetic times of England are coincident with the sense of national greatness and unity, which, following on an era of splendour, uplifts the people to a high level of constant passion." Examine this statement with the view of showing how far in your opinion it is, or is not, true of English literature.

II. Give an account of the literature of Northumbria from 670 A D. to 800 A D., showing by reference to the poems the types of poetry represented. Assign reasons that may explain (1) why poetry was so abundant during that period in Northumbria as compared with the rest of England, and (2) why that poetry was vernacular and not Latin.

III. What are the main contributions of the fifteenth century to English literature? Illustrate your answer by reference to works.

IV. Sketch the origin and progress of Pastoral poetry in the sixteenth century, and give a short account of it as it appears again in the first half of the eighteenth century. Describe its characteristics, its merits, and defects.

V. Name, with dates, the Roman Plays of Shakespeare and Ben Jonson. From what two English sources were most of the materials of the former gathered? Contrast the methods of these writers in dramatising characters.

VI. If you divide the one hundred and twenty years that fol-

lowed the Restoration into three equal periods, what writer would you suggest as dominating each period, and what kind of literature would you regard as characteristic of each period? Give reasons for your answer.

VII. Of the following works select *eight*, and give the name of the author, the approximate date, and a very brief description of those that you select: Polyolbion, The House of Fame, Amelia, The Pastime of Pleasure, Yeast, The Thistle and the Rose, Impressions of Theophrastus Such, Gondibert, The Task, Murder as one of the Fine Arts, Martin Chuzzlewit, MacFlecknoe.

VIII. Write a biographical sketch of *one* of the following writers, introducing in chronological position at least six of his works: Dr. Samuel Johnson, Sir Walter Scott, Samuel Taylor Coleridge.

BRANCH VI.—SANSKRIT.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE SANSKRIT LANGUAGE.

I. Was Sanskrit ever spoken in India? Give reasons for your opinion.

II. Mention the most important changes which the language underwent in orthography, and give examples.

III. 1. What are accents, and how far are they connected with the modifications of the vocabulary of the language?

2. Account for the modifications which the root अस् *to be* undergoes by the position of the accents.

IV. What are the various sounds of the letter अ which are now lost; and by what evidence can we prove their existence in an early period of the language?

V. What were the causes which contributed to minimise the use of Sanskrit as the language of the religion of the country?

VI. Estimate the amount of the change which Sanskrit has undergone for the last thirty centuries as compared with that of the languages of Europe, and state the causes to which it can be attributed.

VII. Which of the following are the primary and which secondary, and why? Give the primary for the secondary forms, and the secondary for primary forms:

विलापयति. भट्टारक. दातव्य.

विदुर. पिबति. चरति

भट्टिनी विदितवान्. विभावरी.
नटति. शीर्षम्. भिक्षते.
तिष्ठति.

VIII. What is the subjunctive mood, and how is it related to the optative and the imperative? Give some instances of the subjunctive mood.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Kádambarí Tarkasangraha with *Annambhatta's Tarkadípiká.*

I. 1. What is the date of Kádambarí, and upon what internal evidence do you fix it?

2. Is there any difference between the styles of the पूर्वभाग and the उत्तरभाग?

II. 1. Paraphrase:

तत्र चातिरम्यतयैव सर्वतो दत्तदृष्टिः संचरन्नमरकामिनीश्रोत्रशिखरारोहणप्रणयोचितैस्तरङ्गानिलाहातिविलोलवृत्तिभिः किसलयैराविरलकुसुममकरन्दलोभपुञ्जितानां च मत्तमधुलिहां मञ्जुना शिञ्जितरवेण दूरादाह्वयन्तमिव मरकतमणिश्यामया प्रभयानुलिपन्तमिव समं दशदिग्भागानदत्तदिवसकरकिरणप्रवेशतया दिवाप्यन्तर्निशीथिनीमिव बिभ्राणं चिरपरिचितैरपि मेघोद्गमाशङ्कया मुहुर्मुहुरुन्मुक्तमधुरकेकारवैर्वनशिखण्डिभिरुत्कन्धरैरवलोक्यमानं पदमिव जलदकालस्य प्रतिपक्षमिव सर्वसन्तापानां निजावासमिव जडिम्नो निर्गममार्गमिव सुरभिमासस्याश्रयमिव मकरध्वजस्योत्कण्ठाविनोदस्थानमिव रतेरास्पदमिव सर्वरमणीयानामनवरतवलितसुरभिशीतलाच्छो-

दसरस्तरङ्गमारुताभिवीजिताभ्यन्तराशिलातलमन्यतमं तटलता-मण्डपमद्राक्षीत् ॥

2. Give an abstract of Kapinjala's reply to Mahâśvetâ's questions:

तत्कथय केनासावुत्क्षिप्य नीतः किमर्थं वा नीतः-किं वास्य वृत्तं क्व वर्तते किं वा तवोपजातं येनैतावता कालेन वार्त्तापि न दत्ता कुतो वा त्वमेकाकी देवेन विना समागतः ॥

III. Explain the allusions in:

1 महेन्द्रपदवर्तिनो नहुषस्य राजर्षेरगस्त्यशापादजगरता ॥

2 सौदासस्य च वासिष्ठसुतशापान्मानुषादत्वम् ॥

3. असुरगुरुशपाच्च ययातेस्तारुण्य एव जरसा भंगः ॥

4. अयमादिदेवो भगवानजः स एव जमदग्नेरात्मजतामुपगतः ॥

IV. Explain the following:

1. क्वचिद्विराटनगरीव कीचकशतावृता क्वचिदम्बरश्रीरिव व्याधानुगम्यमानतरलतारकमृगा (विन्ध्याटवी) ॥

2 पुराणे वायुप्रलपितं, एणकानां गीतश्रवणव्यसनम् ॥

3. अनवरतदह्यमानाज्यामिश्रभुजगनिर्मोकमेषविषाणक्षोदम् ॥

4. नाटकमिव प्रकटपताकाङ्कशोभितं (राजकुलम्) ॥

5. कमलिनीपरिमलपरिचयागतालिमालाकुलितकण्ठं कालपाशैरिव चक्रवाकमिथुनमाकृष्यमाणं विजघटे ॥

6. अम्बिकापादपतनश्यामललाटवर्धमानार्बुदेनकुवादि-कदत्तसिद्धाञ्जनस्फुटितैकलोचनतया त्रिकालमितरलोचनाञ्जनदानादरश्लक्ष्णीकृतदारुशलाकेन प्रत्यहं कटुकालाबुस्वेदप्रारब्धदन्तुरताप्रतीकारेण कौशेयककोशावरणक्षतिव्रणितचरणाङ्गुष्ठकेन दुःशिक्षितश्रमणादिष्टतिलकाबद्धविभवप्रत्याशेन (जरद्गविडधार्मिकेण) ॥

V. 1. Define the following, pointing out the necessity for the qualifying expressions in the case of the underlined: लक्षण, इन्द्रिय, उत्तेजिका, व्याप्ति and विशेषगुणत्व.

2. To what हेत्वाभास is the following open—शशोऽश्वो विषाणित्वात् ?

3. Enumerate and exemplify the different kinds of उपाधि.

4. Show that अर्थापत्ति is but a variety of अनुमान.

VI. 1. Give, *in Sanskrit*, the arguments, proving

(*a*) सुवर्णस्य तैजसत्वं, (*b*) ज्ञानस्य परतो ग्राह्यत्वं.

2. State the difference between the वैयाकरण and नैयायिक theories of शाब्दबोध.

VII. Explain:

1. व्यावर्तकस्यैव लक्षणत्वे व्यावृत्तावभिधेयत्वादौ चातिव्याप्तिः । अतस्तद्वारणाय तद्भिन्नत्वं धर्मविशेषणं देयम् । व्यवहारस्यापि लक्षणप्रयोजनत्वे तन्नदेयम् । व्यावृत्तेरपि व्यवहारसाधनत्वात् ॥

2. ननु भस्मादिना कांस्यादौ शुद्धिदर्शनादाधेयशक्ति-

रङ्गीकार्य्येति चेन्न । भस्मादिसंयोगसमानकालीनास्पृश्यस्पर्श-प्रतियोगिकयावदभावसहितभस्मादिसंयोगध्वंसस्य शुद्धिपदार्थत्वात् ॥

VIII Distinguish between

1	आर्या	and	आर्यी.
2	त्रिककुद्	"	त्रिककुद.
3	किसखा	"	किसखः.
4	देवनांप्रिय	"	देवप्रिय.
5	अपस्कर	"	अपकर.
6	कौक्षेयकः	"	कौक्षः.
7	मासिक	"	मासीन.
8	औदरिकः	"	उदरकः.
9.	शातयाते	"	शदयति.
10.	आह्वयाति	"	आह्वयते.
11	वञ्चयति	"	वञ्चयते.
12.	प्रणाय्यः	"	प्रणेयः.
13	वित्त	"	विन्न.
14	प्रस्तरः	"	प्रस्तारः.

IX Write notes on

1. शिरस्पदं, 2 अवकोकिलः, 3 पार्श्वं, 4. भिषक्पाशः, 5 दत्तिल, 6 मृत्तिका, 7 लुनीहि लुनीहीति लुनाति, 8 तपस्यति and 9 उरोविदारं.

X 1 Enumerate the uses of लृङ्.

2 Write (in the third person singular) the लिट् of वे तन्तुसन्ताने, the लुङ् of ऊर्णु आच्छादने and भ्रस्जपाके, स्तु (णिचि), and the लट् of तन् (सनि) and वृ (यङ्लुकि).

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Mrichchakatika and *Málatímádhava.*

I. 1. To what class of dramatic compositions do मालतीमाधव and मृच्छकटिक belong, and why?

2 Discuss the question of the date of मृच्छकटिक and examine critically Weber's views about it.

3. What is the incident in the plot of मृच्छकटिक which lends a semi-tragic colouring to the play? Remark about the probability or otherwise of the incident.

4. What are the two stories which शूद्रक combined in the plot of मृच्छकटिक?

II. 1. Discuss the question of the time of action of मृच्छकटिक.

2 Describe the character of शकार in the above-mentioned play.

III. 1. What light does मृच्छकटिक throw on the condition of Hindu society in ancient times in respect of the following matters?—(*a*) the position of वेश्या in relation to the other classes; (*b*) the independence of judicial tribunals and forms of procedure in use therein

2. Give three examples from मृच्छकटिक of what may be regarded as a kind of malapropism (misuse of words).

IV. 1. Account for the introduction of मिश्रविष्कम्भ and शुद्धविष्कम्भ in the first and ninth acts of मालतीमाधव respectively.

2. What is meant by बन्धुल? Distinguish चेट from विदूषक.

V Explain the following passages and show the alankáras used therein.

1. शरज्ज्योत्स्नाकान्तं कुमुदमिव तं नन्दयतु सा, सुजातं कल्याणी भवतु कृतकृत्यः स च युवा। वरीयानन्योन्यप्रगुणगुणानिर्माणनिपुणो, विधातुर्व्यापारः फलतु च मनोज्ञश्च भवतु ॥

2. गमनमलसं शून्या दृष्टिः शरीरमसौष्ठवम्, श्वसितमधिकं किं त्वेतत् स्यात् किमन्यदितोऽथवा। भ्रमति भुवने कन्दर्पाज्ञा विकारि च यौवनम् ललितमधुरास्ते ते भावाः क्षिपन्ति च धीरताम् ॥

3. सा रामणीयकनिधेरधिदेवता वा, सौन्दर्यसारसमुदायनिकेतनं वा। तस्याः सखे नियतमिन्दुसुधामृणालज्योत्स्नादिकारणमभून्मदनश्च वेधाः ॥

VI. 1. Write etymological notes on the following: (a) पाषण्ड, (b) श्मशान, (c) मारुत, (d) धर्म.

2 Give the rule of पाणिनि applicable in each of the following cases: (a) ललाटन्तप, (b) आचार्यक, (c) कर्णजाह, (d) गोगर्भिणी, (e) मलीमस, (f) वात्या, (g) मालभारिणी, (h) पारेश्मशानम्.

VII. 1. Quote any two of the following passages :

(a) असारं संसारम्, &c.

(b) लीनेव प्रतिबिम्बितेव, &c.

(c) दारिद्र्यात् ह्रियमेति, &c.

2. Quote from मालतीमाधव or मृच्छकटिक or from both passages parallel to any two of the following :

(a) यत्रक्षिपामिदृशमन्यदिदृक्षयाहम् तत्राग्रतः स्फुरति केवलमेतदेव । तद्वक्त्रबिम्बमरुणाधरलोभनीयम् ते लोचने तदलसालसमीक्षितश्च ॥ माल्लिकामारुतम् ॥

(b) कलमन्यभृतासु भाषितम्, कलहंसीषु मदालसं गतम् । पृषतीषु विलोलमीक्षितम्, पवनाधूतलतासु विभ्रमः । त्रिदिवोत्सुकयाप्यवेक्ष्यमाम् निहिताः सत्यममीगुणास्त्वया ॥ रघुवंशम् ॥

(c) आदित्यचन्द्रावनिलोऽनलश्च द्यौर्भूमिरापो हृदयं यमश्च । अहश्च रात्रिश्च उभे च संध्ये धर्मोऽपि जाताति नरस्य वृत्तम् ॥ भारतम् ॥

VIII. 1. Explain why वसन्तसेना, who generally speaks Prakrit, occasionally speaks in Sanskrit.

2. Give the rules which explain the following Prakrit words : (a) दीसइ, (b) मोत्तूण, (c) सोहग्गम्.

3. Change the following Sanskrit words into Prakrit and then combine them according to the rules of सन्धिः

(a) एकः+अत्र ; (b) राज+कुलम् ; (c) किम्+अपि; (d) त्रिदश+ईशः.

4. Give the nominative plural of भर्तृ and नदी and the ablative singular of धेनु and गिरि. Give the first person plural, present indicative, of अस् and भण् and the third person singular, second future, of कृ and भू.

N B.—Parts (3) and (4) should be answered with reference to the rules of Prakrit grammar

5. Render the following passages into Prakrit:

(*a*) अस्माभिश्चण्डमभिसार्यमाणा वने सृगालीव कुक्कुरैः। पलायसे शीघ्रं त्वरितं सवेगम्, सवेष्टनं मम हृदयं हरन्ती ॥

(*b*) परिणतामिदानीं मे जीविततृष्णयाः फलम् । निर्व्यूढं च निष्करुणतया तातस्यापि कापालिकत्वं प्रतिष्ठितो दुष्टदैवस्य दारुणसमारम्भसदृशः परिणामः कमिहोपालम्भे मन्दभागिनी कं वा अशरणा शरणं प्रतिपद्ये ॥

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on the following subject:

"The advantages of the British Government of India."

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS.

Apastamba Grihya Sútra and *Manusmriti.*

I. 1 What are the Grihya Sútras? How many schools or varieties of them are there?

2. Of what other work of Apastamba's does his Grihya Sútra form a part? State what other special subjects are treated of in that work

II. State and discuss what data there are available for fixing the time when, and the place where, Apastamba flourished.

III. Enumerate the Samskáras that a Dvija must undergo, and state the times at which they must be celebrated.

IV. 1. Describe the ceremony of समावर्त्तन.

2. How does Ápastamba propose to put down a सपत्नी?

V. 1. "ननु ब्रम्हकृतत्वेऽस्य शास्त्रस्य कथं मानवव्यपदेशः." How is the incongruity explained?

2 Point out instances where Manu betrays a leaning towards Vedanta philosophy.

VI. Write explanatory and grammatical notes on the following passages.

उद्बबर्हात्मनश्चैव मनस्सदसदात्मकम् ।
मनसश्चाप्यहंकारमभिमन्तारमीश्वरम् ॥
अग्निवायुरविभ्यस्तु त्रयं ब्रह्म सनातनम् ।
दुदोह यज्ञसिद्ध्यर्थमृग्यजुःसामलक्षणम् ॥
सर्वस्वं ब्राह्मणस्येदं यत्किंचिज्जगतीगतम् ।
श्रैष्ठ्येनाभिजनेनेदं सर्वं वै ब्राह्मणोऽर्हति ॥
शिलानप्युच्छतो नित्यं पञ्चाग्नीनपि जुह्वतः ।
सर्वं सुकृतमादत्ते ब्राह्मणोऽनर्चितो वसन् ॥
नाक्षान् क्रीडेत्कदाचित्तुस्वयं नोपानहौ हरेत् ।
शयनस्थोऽपि भुञ्जीत न पाणिस्थं न चासने ॥

VII. When there is a conflict of texts or authorities, how to decide what is धर्म? Illustrate your answer by examples.

VIII 1. Give the geographical limits of आर्य्यावर्त्त, ब्रह्मावर्त्त, ब्रह्मर्षिदेश and मध्यदेश.

2 What is सदाचार?

IX. 1. How does Manu derive ॐ, नारायण and अतिथि?

2. State the occasions when ॐ is uttered and what its efficacy is.

X. 1. Distinguish between गुरु, उपाध्याय and आचार्य.

2. On what days or occasions is there no study of the Vedas?

XI. State what are the duties of a ब्रह्मचारी, residing in his guru's house.

XII. 1. State who are and who are not अतिथि.

2. How should an अतिथि be entertained?

3. What is मधुपर्क?

XIII. 1. Who should not be invited, and who have a preferential right to be invited, to a श्राद्ध?

2. If the grandfather is alive, what difference does it make in the conduct of a पितृश्राद्ध?

XIV. 1. Write etymological notes on the following words: शर्वरी, ब्रह्मभूयम्, सूर्योदः, गृहमेधी, वार्द्धुषिकः, भूष्णुः, यावतिथः, अक्षय्यम्, औपनायनिकः and अनूचानः.

2. Give the meanings of the following words: परिवेत्ता, गोलकः, बैडालव्रतिकः, दिधिषूपतिः ब्रह्माञ्जलिः.

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Rig Veda and *Yaska Nirukta.*

I. 1. What are the advantages of the study of the Vedas?

2. Which is the Veda commented upon first by Sayana? What are his reasons for his doing so?

II. Explain the following and write grammatical notes on the underlined words:

1. आ व इन्द्रं क्रिविं यथा वाजयन्तः शतक्रतुम्
संहिष्टं सिञ्च इन्दुभिः ॥ १ ॥
शतं वा यः शुचीनां सहस्रं वा समाशिराम् ।
एदुः निम्नं न रीयते ॥ २ ॥
सं यन्मदाय शिष्मिण एना ह्यस्योदरे ।
समुद्रो न व्यचो दधे ॥ ३ ॥
अयमुते समतसि कपोत इव गर्भधिम् ।
वचस्तच्चिन्न ओहसे ॥ ४ ॥

2. आपः एणीत भेषजं वरूथं तन्वे मम ।
ज्योक् च सूर्यं दृशे ॥ १ ॥
इदमापः प्र वहत यत्किं च दुरितं मयि ।
यद्वाहमभिदुद्रोह यद्वा शपे उतानृतम् ॥ २ ॥
आपो अद्यान्वचारिषं रसेन समगस्महि ।
पयस्वानग्न आ गहि तं मा सं सृज वर्चसा ॥ ३ ॥

3. अयोद्धेव दुर्मद आ हि जुह्वे महावीरं तुविबाधमृजीषम् । नातारीदस्य समृतिं वधानां सं रुजानाः पिपिष इन्द्रशत्रुः ॥ १ ॥
अपादहस्तो अपृतन्यदिन्द्रमास्य वज्रमधि सानौ जघान । वृष्णो वध्रिः पतिमानं बुभूषन्पुरुत्रा वृत्रो अशयद्व्यस्तः ॥ २ ॥

4 इदं श्रेष्ठं ज्योतिषां ज्योतिरागाच्चित्रः प्रकेतो अजनिष्ट विभ्वा । यथा प्रसूता सवितुः सवाय एवा रात्र्युषसे योनिमारैक् ॥

रुशद्वत्सा रुशता श्वेत्यागादरैगुकृष्णा सदनान्यस्याः । समानबन्धू अमृते अनूची द्यावावर्णे चरत आमिनाने ॥

III. 1. Give the meaning of the following

अथापि य एषां न्यायवान् कर्मनामिकः संस्कारो यथा चापि प्रतीतार्थानिस्युस्तथैनान्याचक्षीरन् पुरुषं पुरिशय इत्याचक्षीरन्नष्टत्यश्वं तर्दनमिति तृणमथापि निष्पन्नेऽभिव्याहारेऽभिविचारयन्ति प्रथनात्पृथिवीत्याहुः क एनामप्रथयिष्यत् किमाधारश्चेत्यथानन्वितेऽर्थेऽप्रादेशिके विकारे पदेभ्यः पदेतरार्धान्त्संचस्कार शाकटायन एतेः कारितं च यकारादिं चान्तकरणमस्तेः शुद्धं च सकारादिंचाथापिसत्त्वपूर्वोभाव इत्याहुरपरस्माद्भावात्पूर्वस्य प्रदेशोनोपपद्यते ॥

2. How is the objection stated in the above passage met by Yáska ?

3. रमध्वं मे वचसे सोम्याय ऋतावरीरुप मुहूर्तमेवैः
प्र सिन्धुमच्छा बृहती मनीषावस्युरह्वे कुशिकस्य सूनुः

Explain the allusion in this passage.

IV. 1 What are the natural phenomena which represent Vishnu? Quote passages in support of your statements

2 How are the Vedic attributes of Vishnu modified in the later theogony ?

V Give a short account of Indra as he is described in the portion of the Rig Veda you have studied.

VI. Give the Pada texts of the following

चोदयित्री सूनृतानां चेतन्ती सुमतीनां । यज्ञंदधे सरस्वती ॥

इन्द्रंवोविश्वतस्परिहवामहेजनेभ्यः । अस्माकमस्तु केवलः ॥

इमंमे वरुणश्रुधी हवमद्याचमृडय त्वामवस्युराचके ॥

VII. 1. Mention the accents in the following

स्तवान, यथा, सरस्वती, सोमपातप, तातृषाण.

2. निहिन्त्यरीनेकपदे य उदात्तः स्वरानिव ॥ Magha.

Explain this.

3. How is the accent modified in इन्द्रशत्रु when it is treated as a Karmadharaya or as a Bahuvrihi compound ?

VIII. सदेवाँ एहवक्षति ॥

आश्रुत्कर्णश्रुधीहवम् ॥

पिबसोममृतूँरनु ॥

Explain the Sandhi in the underlined words.

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TRANSLATION.

Translate into English :

1. उपत्वाग्नेदिवेदिवेदोषावस्तर्धिया वयम् ।

नमो भरन्त एमसि ॥ १ ॥

सनः पितेव सूनवेऽग्ने सूपायनो भव ।

सचस्वा नः स्वस्तये ॥ २ ॥

2 नहि ते क्षत्रं न सहो न मन्युं
वयश्चनामी पतयन्त आपुः ।
नेमा आपो अनिमिषं चरन्ती
र्न ये वातस्य प्रमिनन्त्यभ्वं ॥ १ ॥
अबुध्ने राजा वरुणो वन-
स्योर्ध्वं स्तूपं ददते पूतदक्षः ।
नीचीनाः स्थुरुपरि बुध्न एषा
मस्मे अन्तर्निहिताः केतवः स्युः ॥ २ ॥
उरुं हि राजा वरुणश्चकार
सूर्याय पन्थामन्वेतवा उ ।
अपदे पादा प्रतिधातवेऽक-
रुतापवक्ता हृदयाविधश्चित ॥ ३ ॥
शतं ते राजन्भिषजः सहस्रं
मुर्वी गंभीरा सुमतिष्टे अस्तु ।
बाधस्व दूरे निर्ऋतिं पराचैः
कृतं चिदेनः प्र मुमुग्ध्यस्मत् ॥ ४ ॥
अमी य ऋक्षा निहितास उच्चा
नक्तं ददृश्रे कुह चिद्दिवेयुः ।
अदब्धानि वरुणस्य व्रतानि
विचाकशच्चन्द्रमा नक्तमेति ॥ ५ ॥
3. इन्द्रस्य नु वीर्याणि प्र वोचं यानि चकार प्रथमानि

वज्री । अहन्नहिमन्वपस्ततर्द प्र वक्षणा अभिनत्पर्वतानाम् ॥ १ ॥

अहन्नाहिं पर्वते शिश्रियाणं त्वष्टास्मै वज्रं स्वर्यं ततक्ष । वाश्रा इव धेनवः स्यदमाना अञ्जः समुद्रमव जग्मुरापः ॥ २ ॥

वृषायमाणाऽवृणीत सोमं त्रिकद्रुकेष्वपिबत्सुतस्य । आ सायकं मघवादत्त वज्रमहन्नेनं प्रथमजामहीनाम् ॥

यदिन्द्राहन्प्रथमजामहीनामान्मायिनाममिनाः प्रोत मायाः । आत्सूर्यं जनयन्द्यामुषासं तादीत्ना शत्रुं न किला विवित्स ॥ ४ ॥

4. एषां लोकानां रोहेण सवनानां रोह आम्नातो रोहात्प्रत्यवरोहश्चिकीर्षितस्तामनुकृतिं होताग्निमारुते शस्त्रे वैश्वानरीयेण सूक्तेन प्रतिपद्यते सोऽपि नस्तोत्रीयमाद्रियेताग्नेयो हि भवति तत आगच्छति मध्यस्थाना देवता रुद्रश्च मरुतश्च ततोऽग्निमिहस्थानमत्रैव स्तोत्रीयं शंसति ॥

अथापि वैश्वानरीयो द्वादशकपालो भवत्येतस्य हि द्वादशविधं कर्माथापि ब्राह्मणं भवत्यसौ वा आदित्योऽग्निर्वैश्वानर इत्यथापि निवित्सौर्यवैश्वानरी भवत्या* यो द्यां भात्या पृथिवीमित्येष हि द्यावापृथिव्यावाभासयत्यथापिछान्दोमिकं सूक्तं सौर्यवैश्वानरं भवति दिवि पृष्टो अरोचतेत्यष हि दिविपृष्टो अरोचतेत्यथापि हविष्पान्तीयं सूक्तं सौर्यवैश्वानरं भवति॥

5. चतुर्थीप्रभृत्याषोडशीमुत्तरामुत्तरां युग्मां प्रजानिश्रे-

यसमृतुगमन इत्युपदिशन्त्यर्थप्राध्वस्य परिक्षेवे परिकासने चाप उपस्पृश्योत्तरे यथालिङ्ग जपेदेवमुत्तरैर्यथालिङ्गं चित्रियं नवस्पतिं शकुद्रीतिं सिग्वातं शकुनिमित्युभयोर्हृदयं संसर्गेप्सुस्त्रिरात्रावरं ब्रह्मचर्यं चरित्वा स्थालीपाकं श्रपयित्वाग्नेरुपसमाधानद्याज्यभागान्तेऽन्वारब्धायां स्थालीपाकादुत्तरा आहुतार्हुत्वा जयादि प्रतिपद्यते परिषेचनान्तं कृत्वा तेन सर्पिष्मता युग्मान् द्वयवरान् ब्राह्मणान्भोजयित्वा सिद्धिं वाचयीत ॥

6. सोपाधिको व्याप्यत्वासिद्धः । साध्यव्यापकत्वे सति साधनाव्यापकत्वम् उपाधिः । साध्यसमानाधिकरणात्यन्ताभावाप्रतियोगित्वं साध्यव्यापकत्वम् । साधनवन्निष्ठात्यन्ताभावप्रतियोगित्वं साधनाव्यापकत्वम् । पर्वतो धूमवान् वह्नेरित्यत्रार्द्रेन्धनसंयोग उपाधिः । यत्रधूमस्तत्रार्द्रेन्धनसंयोग इति साध्यव्यापकता । यत्र वह्निस्तत्रार्द्रेन्धनसंयोग इति नास्ति अयोगोलक आर्द्रेन्धनसंयोगाभावात् । एवं साध्यव्यापकत्वे सति साधनाव्यापकत्वात् आर्द्रेन्धनसंयोग उपाधिः ॥

7. एह्येहि भूरिजनजीवितदानपुण्य-
संभारधारिणि चिरादसि हन्तदृष्टा ।
दत्तप्रमोदमपि नन्दय मे शरीर-
मालिङ्गय सौहृदनिधे विरम प्रणामात् ॥ १ ॥
वन्द्या त्वमेव जगतिस्पृहणीयसिद्धि-
रेवंविधैर्विलसितैरतिबोधिसत्त्वैः ।
यस्याः पुरापरिचयप्रतिबद्धरूप-
मुद्भूतभूरिफलशालि विजृम्भितं ते ॥ २ ॥

बहिस्सर्वाकारप्रगुणरमणीयं व्यवहारन्
पराभ्यूहस्थानान्यपि तनुतराणि स्थगयति ।
जनं विद्वानेकस्सकलमभिसंधाय कपटै-
स्तटस्थस्तानर्थान्घटयाति च मौन च भजते ॥ ३ ॥

8. शूले बिक्कन्ते पाण्डवे शेदकेदू
पूत्ते लाघाए लाबणे इन्दपुत्ते ।
आहो कुन्तीए तेण लामेण जादे
अश्शत्थामे धम्मपुत्ते जडाऊ ॥ १ ॥
कक्कालुका गोच्छडलित्तबेण्ठा
शाके अ शुक्खे तुलिदे हु मंशे ।
भत्ते अ हेमन्तिअलत्तिशुद्धे
लीणे अ बेले ण हु होदि पूदी ॥ २ ॥

9. वाणीं काणभुजीमजीगणदवासासीच्चवेयासिकीम्
अन्तस्तन्त्रमरंस्त पन्नगगवीगुम्फेषु चाजागरीत् ।
वाचामाचकलद्रहस्यमखिलं यश्चाक्षपादस्फुरां
लोकेऽभूद्यदुपज्ञमेव विदुषां सौजन्यजन्यं यशः ॥

10. तस्मात्समस्तक्षत्रवर्गगर्वपाटनवरिष्ठधारपरश्वथभरण-भीषणवेषभार्गवभङ्गादपरिच्छिन्नतरशौर्यशालिनि सौजन्यभाजने जनानुरागनिलये निर्मत्सरे वत्सले वत्सेऽस्मिन्निवेश्य विश्वविश्वंभराभरं चिरकालधार्यमाणमार्यैरनुमतस्सन्नवार्यविश्रान्तिसुखमनुभवितुमभिलषामि ॥

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

TRANSLATION INTO SANSKRIT.

Translate into Sanskrit:

1. As civilisation advances, poetry almost necessarily declines. Therefore, though we fervently admire those great works of imagination which have appeared in dark ages, we do not admire them the more because they have appeared in dark ages. On the contrary, we hold that the most wonderful and splendid proof of genius is a great poem produced in a civilised age. We cannot understand why those who believe in that most orthodox article of literary faith, that the earliest poets are generally the best, should wonder at the rule as if it were the exception. Surely the uniformity of the phenomenon indicates a corresponding uniformity in the cause. The fact is, that common observers reason from the progress of the experimental sciences to that of the imitative arts. The improvement of the former is gradual and slow. Ages are spent in collecting materials, ages more in separating and combining them. Even when a system has been formed, there is still something to add, to alter or to reject. Every generation enjoys the use of a vast hoard bequeathed to it by antiquity, and transmits that hoard, augmented by fresh acquisitions, to future ages. In these pursuits, therefore, the first speculators lie under great disadvantages, and, even when they fail, are entitled to praise. Their pupils, with far inferior intellectual powers, speedily surpass them in actual attainments. But it is not thus with music, with painting, or with sculpture. Still less is it thus with poetry. The progress of refinement rarely supplies these arts with better objects of imitation. It may indeed improve the instruments which are necessary to the mechanical operations of the musician, the sculptor, and the painter. But language, the machine of the poet, is best fitted for his purpose in its rudest state. Nations, like individuals, first perceive, and then abstract. They advance from particular images to general terms. Hence the vocabulary of an enlightened society is philosophical, that of a half-civilised people is poetical. This change in the language of men is partly the cause and partly the effect of a corresponding change in the nature of their intellectual operations, of a change by which science gains and poetry loses. Generalisation is necessary to the advancement of knowledge; but particularity is indispensable to the creations of the imagination. In proportion as men know more and think more, they look less at individuals and more at classes. They therefore make better theories and worse poems. They give us vague phrases instead of images, and personified qualities instead of men. They may be better able to analyse human nature than their predecessors. But analysis is not the business of the poet. His office is to portray, not to dissect. Perhaps no person can be a poet, or can even enjoy poetry, without a certain unsoundness of mind, if anything which gives so much pleasure ought to be called unsoundness. By poetry we mean not all writing

in verse, nor even all good writing in verse. Our definition excludes many metrical compositions which, on other grounds, deserve the highest praise. By poetry we mean the art of employing words in such a manner as to produce an illusion on the imagination, the art of doing by means of words what the painter does by means of colours. Truth, indeed, is essential to poetry; but it is the truth of madness. The reasonings are just, but the premises are false.

2. My hair is grey, but not with years;
   Nor grew it white
   In a single night,
As men's have grown from sudden fears:
My limbs are bow'd, though not with toil,
   But rusted with a vile repose,
For they have been a dungeon's spoil,
   And mine has been the fate of those
To whom the goodly earth and air
Are bann'd, and barr'd—forbidden fare;
But this was for my father's faith
I suffer'd chains and courted death:
That father perish'd at the stake
For tenets he would not forsake;
And for the same his lineal race
In darkness found a dwelling place.
We were seven—who now are one,
   Six in youth, and one in age,
Finish'd as they had begun,
   Proud of persecution's rage:
One in fire, and two in field,
Their belief with blood have seal'd,
Dying as their father died,
For the God their foes denied;
Three were in a dungeon cast,
Of whom this wreck is left the last.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF SANSKRIT LITERATURE.

I. What geographical names, mentioned in the Ṛigvêda, enable us to trace the gradual immigration of the Âryas into Hindustân?

II. Describe the different *pâṭhas* of the Ṛigvêda, and show their value for the preservation of the text.

III. Give a list of the published Brâhmaṇas, Śrauṭasûtras and Gṛihyasûtras of each of the five chief collections of Vêdic hymns.

IV. Discuss the question of the date of Pâṇini, Kâtyâyana, and Patañjali.

V. Name the six *darśanas* and the reputed authors of their respective *sûtras*.

VI. State briefly the difference between Advaita and Viśishtâvaita.

VII. Give instances of the influence of Greek on Indian astronomy.

VIII Name the chief dramas and their respective authors, and state the approximate time of each of the latter.

IX What may be gathered from Sâyaṇa's works regarding his date and relatives and contemporaries?

X. State the author and approximate date of each of the following works: Alamkârasarvasva, Brihatkathâmañjarî, Haravijaya, Kâvyâdarśa, Kâvyâlaṁkâravritti, Kîrtikaumudî, Siddhântaśirômani, Srîkanthacharîta.

BRANCH VI.—LATIN.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE LATIN LANGUAGE.

I. Illustrate changes undergone in the development of the Latin language by (1) the vowel "*e*" both in quantity and quality, (2) the diphthong "*oi*" in quality.

II. Give

1. examples of the use of the vowel "*i*," instead of the usual characteristic vowel in the Present Subjunctive, distinguishing between forms current in earlier and in later times.

2 a history of the old future forms in —so, —sso.

III. Write down (1) the later forms of the following words: praidad, hone oino, impeirator, couentionid, gnoscier potisit, and (2) the earlier forms of aere (*aes*), cuius, foederati, iussit, Fabricius.

IV. Give examples of compound words (1) compounded with the prepositions *ad*, *inter*, *ob*, used in regular syntactical order; (2) compounded of object and verb; (3) compounded of subject and verb.

V. It is said that all Adverbs in Latin are in their origin case-forms of Nouns. In illustration of this statement mention adverbs which appear to be in form (1) Ablatives of Nouns, (1) Accusatives of Nouns, (3) Locatives of Nouns.

VI. Concreteness of expression being a special feature of the Latin language, many common abstract words have no simple equivalent in Latin

Illustrate the above remark from your own reading, and give the common Latin equivalents for the following English words · *character, correspondence, historian, information, method, patriotism, revolution.*

VII. 1. Trace the meaning of the following words from their respective roots: praevaricari, tugurium, haruspex, auscultare, gloria, penna, sedulo, Iupiter.

2. Propria liberi quae nemo habet nisi liber praenomen, nomen, cognomen, tribus. QUINTILIAN.

Explain and illustrate the above by examples of the full names of famous Romans.

VIII. Hoc habe in memoria atque in pectore, ut tanquam scopulum, sic fugias inauditum atque insolens verbum. CAESAR.

What tendency in Latin writers does Caesar here oppose? Remark on the revival and progress of the same tendency in the Silver Age.

IX. Rewrite in full in Classical Latin and translate into English the following old Latin inscription:

1. cornelius. cn. f. cn. n. scipio. magna. sapientia | multasque. uirtutes. aetate. quom. parua | posidet. hoc. saxsum. quoiei. uita. defecit. non | honos. honore. is. hic. situs. quei. nunquam | uictus. est. uirtutei. annos. gnatus. XX. is | [Diti est man] datus. ne quairatis. honore | queiminus. sit. mandatus.

TUESDAY, 16TH JANUARY, 10 A.M TO 1 P.M.

TEXT-BOOKS.

VERGIL. LUCAN. HORACE. JUVENAL.

I. Translate into English, with short *marginal* notes, where necessary:

1. Tegmina tuta cavant capitum, flectuntque salignas
Umbonum cratis; alii thoracas aenos
Aut levis ocreas lento ducunt argento;
Vomeris huc et falcis honos, huc omnis aratri
Cessit amor; recoquunt patrios fornacibus ensos.
Classica iamque sonant; it bello tessera signum.

2. Hunc ego te, Euryale, aspicio? tune ille senectae
Sera meae requies, potuisti linquere solam,
Crudelis? nec te, sub tanta pericula missum,
Adfari extremum miserae data copia matri?
Heu, terra ignota canibus date praeda Latinis
Alitibusque iaces, nec te tua funera mater
Produxi pressive oculos aut volnera lavi,
Veste tegens, tibi quam noctes festina diesque
Urguebam et tela curas solabar aniles.

(*a*) Remark on the syntax of "funera." What other reading has been suggested?

(*b*) Scan the following lines and explain any peculiarity of quantity or metre:

i. Evolat infelix et femineo ululatu.
ii. Alcandrumque Haliumque Noemonaque Prytanimque.

3. Iamque inopes undae: primum tellure refossa
Occultos latices, abstrusaque flumina quaerunt:
Nec solum rastris durisque ligonibus arva,
Sed gladiis fodere suis: puteusque cavati
Montis ad irrigui premitur fastigia campi.
Non se tam penitus, tam longe luce relicta
Merserit Assyrii scrutator pallidus auri.
Non tamen aut tectis sonuerunt cursibus amnes,
Aut micuere novi percusso pumice fontes:
Antra nec exiguo stillant sudantia rore,
Aut impulsa levi turbatur glarea vena.
Tunc exhausta super multo sudore iuventus
Extrahitur, duris silicum lassata metallis.
Quoque minus possent siccos tolerare vapores,
Quaesitae fecistis aquae.

4. Non tamen ad Magni pervenit gratius umbram,
Omne quod in superos audet convicia vulgus,
Pompeiumque deis obicit, quam pauca Catonis
Verba, sed a pleno venientia pectore veri.
Civis obit, inquit, multo maioribus impar
Nosse modum iuris, sed in hoc tamen utilis aevo,
Cui non ulla fuit iusti reverentia · salva
Libertate potens, et solus plebe parata
Privatus servire sibi, rectorque senatus,
Sed regnantis, erat. Nil belli iure poposcit:
Quaeque dari voluit, voluit sibi posse negari.
Immodicas possedit opes; sed plura retentis
Intulit: invasit ferrum, sed ponere norat.

(*a*) What persons or events are alluded to in the following? Give dates where you can.

i. Victrix causa deis placuit sed victa Catoni.
ii. Romanaque Samnis
Ultra Caudinas speravit vulnera Furcas.
iii. Neque enim tibi maior in arvis
Emathiis fortuna fuit, nec Phocidos undis
Massiliæ.
iv. Si Curios his fata darent, reducesque Camillos
Temporibus, Deciosque caput fatale voventes,
Hinc starent.

5. Nec vincet ratio hoc, tantumdem ut peccet idemque
Qui teneros caules alieni fregerit horti
Et qui nocturnus sacra divum legerit. Adsit
Regula, peccatis quae poenas irroget aequas,
Ne scutica dignum horribili sectere flagello.
Nam ut ferula caedas meritum maiora subire
Verbera, non vereor, cum dicas esse pares res
Furta latrociniis et magnis parva mineris

IV. Translate into English:

1. CR. Mitte orare. Una harum quaeuis causa ut faciam monet,
Uel tu, uel quod uerumst uel quod ipsi cupio Glycerio.
CH. Andrium ego Critonem uideo? certe is est. CR. Saluos sis, Chreme.
CH Quid tu Athenas insolens? CR. Euenit. Sed hicinest Simo?
CH. Hic. SI. Men quaeris? Eho tu, Glycerium hinc ciuem esse ais?
CR. Tu negas? SI. Itane huc paratus aduenis? CR. Qua de re? SI. Rogas?
Tune impune haec facias? Tune hic homines adulescentulos
Imperitos rerum, eductos libere, in fraudem inlicis?
Sollicitando et pollicitando eorum animos lactas? CR. Sanun es?
SI. Ac meretricios amores nuptiis conglutinas?
PA. Perii, metuo ut substet hospes.

(a) Write philological or etymological notes on *sollicito*, *pollicitor*, *hospes* and *nuptiae*.

2. CH. Hocine credibile aut memorabile,
Tanta uecordia innata quoiquam ut siet,
Ut malis gaudeant atque ex incommodis
Alterius sua ut comparent commoda? Ah
Idnest uerum? Immo id hominumst genus pessumum in
Denegando modo quis pudor paulum adest:
Post ubi tempust promissa iam perfici,
Tum coacti necessario se aperiunt:
Et timent, et tamen res cogit denegare:
Ibi tum eorum impudentissima oratiost:
"Quis tu es? Quis mihi es? Quor meam tibi?
Heus, proxumus sum egomet mihi."

(a) Clearly explain the meaning of this monologue by a reference to the context or to the rest of the play

(b) Quote two English proverbial expressions corresponding to the last line.

V. 1. Two little poems of Horace are addressed to Tibullus. Which are they? What may be gathered from them concerning the relations of the two poets?

2. Of the poems that bear the name of Tibullus, which are those that are considered spurious, or of doubtful authenticity? Why are they so considered?

VI. Translate into English:

1. Hunc cecinere diem Parcae, fatalia nentes
Stamina, non ulli dissoluenda deo;
Hunc fore Aquitanas posset qui fundere gentes,
Quem tremeret forti milite victus *Atur*.
Evenere: novos pubes Romana triumphos
Vidit, et evinctos brachia capta duces.

At te victrices lauros, Messala, gerentem
Portabat niveis currus eburnus equis.
Non sine me tibi partus honos. *Tarbella* Pyrene
Testis, et Oceani littora *Santonici*:
Testis *Arar*, Rhodanusdue celer, magnusque Garumna,
Carnuti et flavi cærula lympha Liger.

(*a*) Substitute modern names for those printed in italics.
(*b*) Write a brief account of Messala's career.

2 Carpite nunc, tauri, de septem montibus herbas,
Dum licet; hic magnae iam locus urbis erit.

3. Lacto madens illic suberat Pan ilicis umbrae,
Et facta agresti lignea falce Pales.

(*a*) What is the origin assigned to the phrase *panic fear*?
(*b*) Draw a map of ancient Rome, and show in it the position of the seven hills, and the course of the Tiber. Mark the cardinal points.

VII. 1. Give a brief account of Martial's life and character
2. Quote the line in which Martial appreciates his own writings.

VIII. Translate into English:

1. Alcime, quem raptum domino crescentibus annis
Labicana levi cespite velat humus:
Accipe non Pario nutantia pondere saxo,
Quae cineri vanus dat ruitura labor;
Sed fragiles buxos, et opacas palmitis umbras,
Quaeque virent lacrimis roscida prata mois.
Accipe, care puer, nostri monumenta laboris.
Hic tibi perpetuo tempore vivet honor,
Cum mihi supremos Lachesis perneverit annos:
Non aliter cineres mando iacere meos.

2. Nuper erat medicus, munc est vespillo Diaulus
Quod vespillo facit, fecerat et medicus.

(*a*) Describe the structure and the peculiarities of the pentameter verse.

IX. Name the metre and mark the scansion of the following lines:

1. Vir Celtiberis non tacende gentibus,
Nostraeque laus Hispaniae.

2 Hic est quem legis, ille quem requiris,
Toto notus in orbe Martialis.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay in Latin on *one* only of the following subjects·

1. Homo sum: humani nihil a me alienum puto. *Terence.*
2. Studia delectant domi, non impediunt foris.
3. Roman patriotism.

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

LIVY. TACITUS.

I. Translate into English:

1. An quicquam superbius esse quam ludificari sic omne nomen Latinum? principibus longe a domo excitis ipsum, qui concilium indixerit, non adesse. temptari profecto patientiam, ut, si iugum acceperint, obnoxios premat. cui enim non apparere, adfectare eum imperium in Latinos? quod si sui bene crediderint cives, aut si creditum illud et non raptum parricidio sit, credere et Latinos, quamquam ne sic quidem alienigenae, debere: sin suos eius paeniteat, quippe qui alii super alios trucidentur, exulatum eant, bona amittant, quid spei melioris Latinis portendi? si se audiant, domum suam quemque inde abituros neque magis observaturos diem concilii quam ipse, qui indixerit, observet.

(*a*) Whose words are reported in this passage and with what fate did he meet?

2. Turbatores vulgi erant Sp. Maecilius quarto et M. Metillius tertio tribuni plebis, ambo absentes creati. ei cum rogationem promulgassent, ut ager ex hostibus captus viritim divideretur, magnaeque partis nobilium eo plebi scito publicarentur fortunae—nec enim ferme quicquam agri, ut in urbe alieno solo posita, non armis partum erat, nec quod venisset adsignatumve publice esset praeter quam plebs habebat—, atrox plebi patribusque propositum videbatur certamen. nec tribuni militum nunc in senatu nunc in consiliis privatis principum cogendis viam consilii inveniebant, cum Ap. Claudius, nepos eius qui decemvir legibus scribendis fuerat, minimus natu ex patrum concilio, dicitur dixisse vetus se ac familiare consilium domo adferre: proavum enim suum, Ap Claudium ostendisse patribus viam unam dissolvendae tribuniciae potestatis per collegarum intercessionem.

(*a*) Define the "*tribunicia potestas.*" What instances of its use can you give from your books of Livy?

(*b*) When and by whom was the first *Lex Agraria* proposed?

3. Quae dum aguntur, concilia Etruriae ad fanum Voltumnae habita, postulantibusque Capenatibus ac Faliscis, ut Veios communi animo consilioque omnes Etruriae populi ex obsidione eriperent, responsum est antea se id Veientibus negasse, quia unde consilium non petissent super tanta re, auxilium petere non deberent: nunc iam pro se fortunam suam illis negare. invasisse in eam partem Etruriae gentem invisitatam; novos accolas Gallos esse, cum quibus nec pax satis fida nec bellum pro certo sit. sanguini tamen nominique et praesentibus periculis consanguineorum id dari, ut si qui iuventutis suae voluntate ad id bellum eant, non impediant.

(*a*) What was the extent of the Etruscan power, according to Livy, at the beginning of the 4th century, B. C.?

(*b*) Derive the following words, and where possible, trace the meaning to the root: curulis, indutiae, flamen, stipendium, Esquiliae, Gradivus, Penates, Feretrius.

4 Nomen Patris patriae Tiberius, a populo saepius ingestum, repudiavit; neque in acta sua iurari, quanquam censente senatu, permisit, cuncta mortalium incerta, quantoque plus adeptus foret, tanto se magis in lubrico dictitans. Non tamen ideo faciebat fidem civilis animi: nam legem maiestatis reduxerat; cui nomen apud veteres idem, sed alia in iudicium veniebant; si quis proditione exercitum aut plebem seditionibus, denique male gesta re publica maiestatem populi Romani, minuisset. Facta arguebantur, dicta impune erant.

5 Marium Celsum consulem designatum, per speciem vinculorum saevitiae militum subtractum, acciri in Capitolium iubet. Clementiae titulus e viro claro et partibus inviso petebatur. Celsus constanter servatae erga Galbam fidei crimen confessus, exemplum ultro imputavit. Nec Otho quasi ignosceret, sed ne *hostes metueret conciliationis adhibens*, statim inter intimos amicos habuit, et mox bello inter duces delegit Mansitque Celso, velut fataliter, etiam pro Othone fides integra et infelix.

(*a*) What alteration of the text would you suggest in the case of the italicised words?

II. Comment on the grammar of the following passages:

1. Tum Anci filii duo, etsi antea semper pro indignissimo habuerant se patrio regno tutoris fraude pulsos, regnare Romae advenam non modo vicinae sed ne Italicae quidem stirpis, tum impensius iis indignitas crescere, ...

2. Metuens ne reus subderetur, iuxta periculoso ficta seu vera promeret, monuit Liviam . . . . . .

III. Write a short historical note on the following extract:

Comitia curiata, quae rem militarem continent, comitia centuriata, quibus consules tribunosque militares creatis, ubi auspicato, nisi ubi adsolent, fieri possunt.

IV. Who or what were (1) the Fetiales, (2) the gentes minores, (3) the Ficus Ruminalis, (4) disciplina Etrusca?

V. Explain the following phrases or expressions from your texts:

(1) reciproco sidere. (2) cum bona pace. (3) occaecati lupi. (4) bis et vicies millies sestertium. (5) ad nomina danda praesto esse. (6) exauctorari qui sena dena fecissent. (7) iustitium ob amissum Augustum (8) legem antiquare.

VI. Recast the following extract in the form of Oratio Obliqua:

"Cur enim primo concionis die ferrum illud, quod pectori meo infigere parabam, detraxistis, O improvidi amici! Melius et amantius ille qui gladium offerebat. . . . . Vos quoque, quorum alia nunc ora, alia pectora contueor, si legatos senatui, si mihi

coniugem et filium redditis, discedite a contactu ac dividite turbidos."

VII. 1. Discuss the question how the legend of Romulus and Remus may have originated.

2. "Dignitatem nostram a ——— inchoatam, a ——— auctam, a ———longius provectam non abnuerim." Tac. Hist. I.

(*a*) Fill up the blanks in this passage.

(*b*) What was the highest office to which Tacitus was advanced and in what year did he hold it?

(*c*) Were the "Annals" written before or after "the Histories"? What information on the subject may be gathered from the writings of Tacitus himself?

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

CICERO. SENECA.

I. Translate into English:

1. In scriptura Siciliae pro magistro est quidam L. Carpinatius, qui et sui quaestus causa, et fortasse quod sociorum interesse arbitrabatur, penitus in istius familiaritatem sese dedit. Is cum praetorem circum omnia fora sectaretur, neque ab eo unquam discederet, in eam iam venerat familiaritatem consuetudinemque in vendendis istius decretis et iudiciis transigendisque negotiis, ut prope alter Timarchides numeraretur. Hoc erat etiam capitalior, quod idem pecuniam iis, qui ab isto aliquid mercabantur, foenori dabat. Ea autem foeneratio erat eiusmodi, iudices, ut etiam hic quaestus huic cederet. Nam quas pecunias iis ferebat expensas, quibuscum contrahebat, aut scribae istius, aut Timarchidi, aut etiam isti ipsi referebat acceptas.

(*a*) How did the word *scriptura* come to have the signification it has in this passage?

(*b*) Explain the construction of "*hoc*" in *hoc erat etiam*, etc.

(*c*) *Hic*, *Iste*, *Ille*, are called the demonstrative pronouns of the 1st, 2nd, 3rd persons, respectively. Explain this, and illustrate your explanation by some examples.

2. At Amestratinos, homines tenues, quum eorum decumas medimnis DCCC vendidisses Banobali Venerio (cognoscite nomina publicanorum!) cogis eos plus lucri addere, quam quanti venierant, cum magno venissent. Dant Banobali medimna DCCC, H. S. MD. Profecto numquam iste tam amens fuisset, ut ex agro populi Romani plus frumenti servo Venerio, quam populo Romano tribui pateretur, nisi omnis ea praeda, servi nomine, ad istum ipsum perveniret. Petrini, quum eorum decumae magno addictae essent, tamen invitissimi P. Naevio Turpioni, improbissimo homini, qui iniuriarum, Sacerdote praetore, damnatus est, H. S. LII. dare coacti sunt. Itane dissolute decumas vendidisti, ut, quum medimnum

esset H. S. XV, decumae autem medimnum III venissent, hoc est H. S. XXXXV, lucri decumano H. S. LII darentur?

(*a*) Show the full meaning of the words within brackets.

(*b*) Give the third persons plural, present, past-imperfect and simple future, of *v̆enire* and of *vēnire*.

(*c*) What numbers correspond to the signs CCIↃ, CIↃCIↃCIↃ, ∞, respectively? How may the formation of the last be accounted for?

3 Quod unquam, iudices, huiuscemodi everriculum in illa provincia fuit? Avertere aliquid de publico quam obscurissime per magistratum solebant: etiam aliquid de privato nonnunquam occulte auferebant: et illi tamen condemnabantur. Et, si quaeritis, ut ipse de me detraham: illos ego accusatores puto fuisse, qui huiusmodi hominum furta odore aut aliquo leviter presso vestigio persequebantur. Nam nos quidem quid facimus in Verre, quem in luto volutatum totius corporis vestigiis invenimus? Permagnum est in eum dicere aliquid, qui praeteriens, lectica paullisper deposita, non per praestigias, sed palam per potestatem, uno imperio, ostiatim totum oppidum compilarit? At tamen, ut posset se dicere emisse, Archagatho imperat, ut aliquid illis, quorum argentum fuerat, nummulorum, dicis causa, daret.

(*a*) Decline *ille* according to its *old* form.

(*b*) What is meant by *litera salutaris?* by *litera tristis?*

(*c*) Give, and comment on, the formation of the word *provincia*, the roots of *odor*, *palam*, *oppidum*. Is the meaning of the adverb *oppido* in any way allied to that of the noun *oppidum?*

(*d*) Account for the mood in *compilarit*, and give a general rule which may apply to all similar cases.

(*e*) The *oratio* to which the above passage belongs is entitled: IN VERREM *Actio secunda, Liber quartus*. Explain the meaning of the words in italics, and say how the Verrine prosecution had been prepared by Cicero, and how it was carried out in reality.

4. Hic homo summae frugalitatis, non minus patrimonii quam corporis diligens, cum me ex consuetudine mane vidisset, cum per totum diem amico graviter adfecto et sine spe iacenti usque in noctem adsedisset, cum hilaris coenasset: genere valetudinis praecipiti arreptus, angina, vix compressum artatis faucibus spiritum traxit in lucem. Intra paucissimas ergo horas, quam omnibus erat sani ac valentis officiis functus, decessit. Ille, qui et mari et terra pecuniam agitabat, qui ad publica quoque nullum relinquens inexpertum genus quaestus accesserat, in ipso actu bene cedentium rerum, in ipso procurrentis pecuniae impetu raptus est.

Insere nunc, Meliboee, piros, pone ordine vites.

Quam stultum est aetatem disponere, ne crastini quidem dominum! O quanta dementia est spes longas inchoantium: emam, aedificabo, credam, exigam, honores geram: tum deinde lassam et plenam senectutem in otium referam. Omnia, mihi crede, etiam felicibus dubia sunt; nihil sibi quisquam de futuro debet promittere.

Id quoque, quod tenetur, per manus exit et ipsam, quam premimus, horam casus incidit.

(*a*) In what poem is the verse, here quoted, found? Name the person by whom it is spoken.

(*b*) There are two verbs *serere*. Give the meaning, the perfect tense and the supine of each. Which of the two is used in the following phrases?—*serere sermones; fati lege rerum humanarum ordo seritur; serere civiles discordias.*

(*c*) Explain the construction of the word *dominum*, and comment philologically to some extent on the word *artatis*.

5. Multa per noctem habita terrori dies vertit ad risum.

Terribiles visu formae letumque labosque,

egregie Vergilius noster: non re dixit terribiles esse, sed visu, id est videri, non esse. Quid, inquam, in istis est tam formidabile quam fama volgavit? Quid est, obsecro te, Lucili, cur timeat laborem vir, mortem homo? Totiens mihi occurrunt isti, qui non putant fieri posse, quicquid facere non possunt, et aiunt nos loqui maiora quam quae natura humana sustineat: at quanto ego de illis melius existimo? Ipsi quoque haec possunt facere, sed nolunt. Denique quem unquam ista destituere temptantem? Cui non faciliora adparuere in actu? Non quia difficilia sunt non audemus, sed quia non audemus difficilia sunt. Si tamen exemplum desideratis, accipite.

(*a*) Give an abstract of the Letter from which this passage is taken. What example does Seneca adduce in support of his thesis?

(*b*) From the study you have made of Seneca's letters, what opinion do you form of him (1) as a moralist; (2) as a thinker and a writer? How far did he himself carry his philosophical principles into practice?

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TRANSLATION.

I. Translate into English:

1. Quid igitur? nihilne factum neque dictum est in civitate vestra, Rhodii, quod nolletis, quo merito offenderetur Populus Romanus? Hic iam non, quod factum est, defensurus sum, (non adeo insanio) sed publicam causam a privatorum culpa segregaturus. Nulla enim est civitas, quae non et improbos cives aliquando et imperitam multitudinem semper habeat. Etiam apud vos fuisse audivi, qui assentando multitudini grassarentur: et secessisse aliquando a vobis plebem, nec in potestate vestra rempublicam fuisse. Si hoc in hac tam bene morata civitate accidere potuit, mirari quisquam potest, aliquos fuisse apud nos, qui, regis amicitiam petentes, plebem nostram consiliis depravarent? qui tamen nihil ultra valuerunt quam ut in officio cessaremus. Non utique praeteribo id quod gravissimum est in hoc bello crimen civitatis nostrae. Legatos eodem tempore et ad vos et ad Persea

de pace misimus: quod infelix consilium furiosus, ut postea audivimus, orator stultissimum fecit: quem sic locutum constat, tanquam C. Popillius legatus Romanus, quem ad summovendos a bello Antiochum et Ptolemaeum reges misistis, loqueretur. Sed tamen ea, sive superbia sive stultitia appellanda est, eadem, quae apud vos, et apud Persea fuit. LIVY.

2. Multa dici possunt quare ita necesse fuerit iudicari: sed ego occurram exspectationi vestrae, iudices. Nam, etsi a vobis sic audior, ut nunquam benignius neque attentius quemquam auditum putem: tamen vocat me alio iamdudum tacita vestra exspectatio, quae mihi obloqui videtur:—Quid ergo? negasne illud iudicium esse corruptum?—Non nego: sed ab hoc corruptum non esse confirmo.—A quo igitur est corruptum?—Opinor primum, si incertum fuisset, quisnam exitus illius iudicii futurus esset, veri similius tamen esset, eum potius corrupisse, qui metuisset, ne ipse condemnaretur, quam illum, qui veritus esset, ne alter absolveretur: deinde, quum esset nemini dubium, quid iudicari necesse esset, eum certe potius, qui sibi alia ratione diffideret, quam eum, qui omni ratione confideret: postremo, certe potius illum, qui bis apud eosdem iudices offendisset, quam eum, qui bis causam iis probavisset. Unum quidem certe nemo erit tam iniquus Cluentio, qui mihi non concedat, si constet corruptum illud esse iudicium, aut ab Habito, aut ab Oppianico esse corruptum. Si doceo, non ab Habito, vinco, ab Oppianico: si ostendo, ab Oppianico, purgo Habitum. Quare, etsi satis docui rationem nullam huic corrumpendi iudicii fuisse: ex quo intelligitur, ab Oppianico esse corruptum: tamen de illo ipso separatim cognoscite. CICERO.

3. Speramusne, deae, quarum mihi sacra coluntur,
Mortali totum hunc aperire in saecula voce
Posse diem? tantumne datis confidere linguae,
Ut Cannas uno ore sonem? si gloria vobis
Nostra placet, neque vos magnis avertitis ausis,
Huc omnes cantus Phoebumque vocate parentem.
Verum utinam posthac animo, Romane, secunda,
Quanto tunc adversa, feras! sitque hactenus, oro,
Nec libeat tentare deis, an Troia proles
Par bellum tolerare queat! tuque, anxia fati,
Pone, precor, lacrumas, et adora vulnera laudes
Perpetuas paritura tibi: nam tempore, Roma,
Nullo maior eris: mox sic labere secundis,
Ut sola cladum tuearis nomina fama. SILIUS.

4. Ecce, velut torrens undis pluvialibus auctus,
Aut nive, quae zephyro victa repente fluit,
Per sata, perque vias fertur; nec, ut ante solebat,
Riparum clausas margine finit aquas:
Sic Fabii latis vallem discursibus implent:
Quosque vident, spernunt; nec metus alter inest.
Quo ruitis, generosa domus? male creditur hosti;
Simplex nobilitas, perfida tela cave.

Fraude perit virtus; in apertos undique campos
  Prosiliunt hostes, et latus omne tenent.
Quid faciant pauci contra tot millia fortes?
  Quidve, quod in misero tempore restet, habent?
Sicut aper silvis longe Laurentibus actus
  Fulmineo celeres dissipat ore canes;
Mox tamen ipse perit: sic non moriuntur inulti;
  Vulneraque alterna dantque feruntque manu.
Una dies Fabios ad bellum miserat omnes;
  Ad bellum missos perdidit una dies. OVID.

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into Latin prose:

1. Animals in their generation are wiser than the sons of men; but their wisdom is confined to a few particulars, and lies in a very narrow compass. Take a brute out of his instinct, and you find him wholly deprived of understanding. To use an instance that comes often under observation:—With what caution does the hen provide herself a nest in places unfrequented, and free from noise and disturbance! What care does she take in turning her eggs frequently, that all parts may partake of the vital warmth! When she leaves them to provide for her necessary sustenance, how punctually does she return before they have time to cool! When the birth approaches, with how much nicety and attention does she help the chick to break its prison! But at the same time the hen, considered in other respects, is without the least glimmerings of thought or common sense. She mistakes a piece of chalk for an egg, and sits upon it in the same manner. She is insensible of an increase or diminution in the number of those she lays. She does not distinguish between her own and those of another species; and, when the birth appears of never so different a bird, will cherish it for her own. In all these circumstances, which do not carry immediate regard to the subsistence of her species, she is a very idiot. There is not, in my opinion, anything more mysterious in nature than this instinct in animals, which thus rises above reason, and falls infinitely short of it.

2 From Cicero in Rome to Pompeius at his head-quarters in the East.—Allow me to express my best wishes for the continued prosperity of yourself and your army. Like every one else, I derived unspeakable pleasure from your official despatch. You have now displayed before our eyes as complete a prospect of peace, as I, merely from my absolute confidence in your abilities, have always held out to other people. I ought to mention however that your quondam foes, but present friends, are amazingly taken aback at your despatches, and seem quite dumbfoundered at having their sanguine hopes thus dashed. As to your letter addressed to

myself, though it contained but scanty expression of your regard for me, it was, I assure you, most welcome. I cannot doubt that if my thorough devotion to you has failed to win your favour, the good of our country will ever draw and keep us close together. Still, not to conceal what I felt was wanting in your letter, I will be frank with you, as my own inclination and our friendship alike require. My achievements have been such that I did expect some recognition of them in your letter, to satisfy the claims not only of our personal intimacy, but the cause of the Republic. This, I take it, was omitted by you because you would say there was a risk of wounding some one's feelings. But I assure you that my act for the preservation of our country has met with a chorus of approval and acknowledgment from the whole world, and when you come, you will find that I acted throughout with such discretion as well as spirit, that you, being a second, if far greater, Scipio, ought not to find it hard to admit me, like a second and not so very inferior Lælius, to be your chosen associate, alike in our public aims and our personal friendship.

II. Translate into Latin hexameters:

Ye Nymphs of Solyma! begin the song,
To heavenly themes sublimer strains belong.
The mossy fountains and the sylvan shades,
The dreams of Pindus, and the Aonian maids,
Delight no more. O thou, my voice inspire,
Who touch'd Isaiah's hallow'd lips with fire.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF LATIN LITERATURE.

I. 1. How do you account for the fact that Dramatic literature never obtained a hold over the popular mind at Rome?

2. What was the character of the New Attic comedy introduced into Rome by Plautus and Caecilius? Why was it called *Fabula palliata?* What was *Fabula togata?* Give an account of some one exponent of this latter form of dramatic literature.

II. Write an account of the life and works of some *one* Roman Tragic writer.

III. Quae ego in theatro hic meis probavi plausibus,
Ea non audere quemquam regem rumpere;
Quanto libertatem hanc hic superat servitus! NAEVIUS.

Comment on the grievance of which the scenic poet here complains.

IV. What forms of literature may be regarded as of spontaneous growth among the Roman?

V. Contrast Cicero's prose style either with (1) that of Livy, or (2) that of Tacitus.

VI Enumerate the great writers of the age of Domitian. Was the period favourable to literature?

VII. Name the authors of the following works: *Argonauticon, Nux Elegia, Thebais, Phormio, Agricola, Jugurtha*; and give an outline of the contents of any one of the first four.

VIII. Give a brief account of *three* only of the following writers: *Catullus, Livius Andronicus, Suetonius, Lucretius, Terentius.*

IX. Name the authors of the following lines, stating in what poem and in what immediate context they occur:

1. O mihi praeteritos referat si Iupiter annos!
2. Virtutem videant intabescantque relicta.
3. Una salus victis nullam sperare salutem.
4. Hoc volo, sic iubeo, sit pro ratione voluntas.
5. Sunt lacrumae rerum et mentem mortalia tangunt
6. Parturiunt montes, nascetur ridiculus mus.

X. What may be described as the essentials of a Period in Latin?

XI. Discuss the originality of Latin Epic poetry.

BRANCH VI.—KANARESE AND TAMIL.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE KANARESE LANGUAGE.

I. When does Kannada first appear as a written language in inscriptions? Are there reasons to believe that it was employed for literary purposes before that time?

II. 1. Discuss whether, and, if so, to what extent, we may depend upon the language and the metres of a Kannada work to determine its date.

2. What is ಬೆಳು ಗನ್ನಡ?

III. A notable point of distinction between ಹಳೆಗನ್ನಡ and ಹೊಸ ಗನ್ನಡ is the frequency of ಅನುಸ್ವಾರ in the former. Enumerate all the more important cases where ಹೊಸಗನ್ನಡ has dropped the ಅನುಸ್ವಾರ.

IV. 1. What changes in the language appear to have taken place between the time of Kesirája and that of Bhattákalanka?

2. How did Nayasena make the vocative case?

V. What peculiarities foreign to ಶಬ್ದಮಣಿದರ್ಪಣ may be found (1) in ಜೈಮಿನಿಭಾರತ and (2) in the ಮಹಾಭಾರತ?

VI. Give a brief history of the attitude of Kannadigas towards Sanskrit from the earliest times.

VII. When making ತದ್ಭವ from ತತ್ಸಮ words Kannada seems to eschew—

1. consonants other than purely Dravidian,

2. compounds of ಭಿನ್ನ ವರ್ಣಾಕ್ಷರಗಳು, and

3. the ರೇಫ.

Illustrate these rules as fully as you can, and note down any exceptions that may occur to you.

VIII. Re-write the following as it would be written in Nágavarma's time:

ದೇವ ಚಿತ್ತೈಸು. ನಾನು ಬಿನ್ನೈಸುವದರಲ್ಲೇನಾದರೂ ಮರೆ ಮೋಸದಿಂದ ಹೆಚ್ಚು ಕುಂದಿದ್ದರೆ ಅದನ್ನು ಸೈರಿಸುವದು. ಆ ತೆಲುಗು ರಾಯಕುವರನು ಮಧುರೆಯ ಕಡೆಯಿಂದ ಪಡೆಬರಸಿ ಬರುವದನ್ನು ಕೇಳಿ ಈ ಪ್ರಾಂತದ ಅರಸು ಮಕ್ಕಳೂ ಒಕ್ಕಲಿಗರೂ ಬೊಜಿಗರೂ ಮೊದಲಾದ ಹಲವರು ಪ್ರಭುಗಳು ತಮಗುಳ್ಳ ಧನ ಕನಕ ವಸ್ತುವಾಹನಗಳನ್ನು ಕೊಂಡು ಕಾಲುಗಳಿಗೆರಗಿ ಕಪ್ಪಕಾಣಿಕೆಗಳನ್ನೊಪ್ಪಿಸಿ ಅವನ ಮುದ್ರೆಯನ್ನು ವಹಿಸಿ ಹೆಸರು ಧರಿಸಿ ಆಳ್ತನವನ್ನು ಮಾಡಿ ಅವನ ಬಲವನ್ನು ಪಡೆದು ತಮ್ಮತಮ್ಮ ನೆಲದ ಒಡೆಯತನವನ್ನು ನೆಲೆಗೊಳಿಸಿ ಅಷ್ಟು ಜನರೂ ಒಂದಾಗಿ ಹೊಸನೇಸರಿನಲ್ಲಿ ಪೊಣರುವದಕ್ಕೆ ಎಳಸುವ ಮಬ್ಬಿನ ಮೋಹರವಂತೆಯೂ ಕರೆಗೆ ಅಣ್ಮುವಹೊಳೆಯ ಹೆಂಮೆಗೆ ಮಾರ್ಮಲೆಯಲು ಆಶೆಪಡುವ ಮಳಲ್ಗಟ್ಟೆಯಂತೆಯೂ ಅವರು ಮುಂದರಿಯದೆ ದೇವರಡಿಯಲ್ಲಿ ಮತ್ಸರವನ್ನು ಮನಂಗೊಳಿಸಿರುವರು.

IX. Trace the history of the so-called ಊನಕ್ರಿಯಾಪದಗಳು.

X. 1. Write etymological notes on ಅಗಣಿ, ವೀಳ್ಯ, ಮೊಣಕಾಲು, ಹೊತ್ತಾರೆ, ಲಚ್ಚಣ, ವಾಡಿಕೆ, ಹೊರಡು, ಕೊಬ್ಬು, giving authorities wherever possible for the older forms mentioned by you.

2. In Provincial Kannada they say:

"ನಿನ್ನನೆ ಹಾಳಾಗಿಹೋಗುಕೆ (ಹೋಗಲಿ)" "ನೀನಂತಂಬ್ತಿಯಾ" "ಅಕ್ಕು" What light does the history of Kannada throw on these forms of speech?

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

KANARESE TEXT-BOOKS.

Pampa Rāmāyana and Kalāvatiparinaya.

ಪಂಪರಾಮಾಯಣ.

I. 1. Which portion of Valmiki Rāmāyana does your text

portion of Pampa Rāmāyana cover? What incidents mentioned in the former are omitted in the latter and *vice versâ?* What causes probably tended to produce a variation in the two versions of the story?

2. State the difference between the two works on the following points:

(*a*) The immediate ancestry of ದಶರಥ.

(*b*) The number and names of ದಶರಥ's wives.

(*c*) The complexion of ರಾಮ and ಲಕ್ಷ್ಮಣ and their relative importance as heroes of the story.

II. 1. Mr. Rice says, in his introduction to the poem, that "a high moral tone is maintained throughout, and the work is entirely free from the erotic passages which disfigure many Hindu poems." Examine the statements with illustrations.

2. What does the poet say was his motive in undertaking the work? What observations does he make on critics good as well as bad? Quote a passage parallel to

ನಿಂದಿಸುವ ದುರ್ಜನನೆಂ ।
ದೊಂದುಭಯಂ ಪೆತ್ತು ನಿರ್ಮಿಸನೆ ಕವಿಕೃತಿಯಂ ॥

3. How do you account for the practice among Kannada poets of anticipating disparaging criticism?

III. 1. ಅಂಬೇಪ್ರೆಂ ದಾಂತರಂ ತತ್ತರಡಪ್ರೆದು ಭೆಂಜಾಗರ್ವಮಂ ಬಿಟ್ಟು [ಬಾಯ್ವಿ ।
ಟ್ಟಂಬೇಯಂ ಬನ್ನೆಗಂ ಪೆಂದಗುಳ್ದು ಮೆಪ್ರೆದು ಬಿಲ್ಬಲ್ಲೆಯಂ ನಾಡನಿಂನೆಂ ॥
ದುಂ ಬೇಡಪೋರ್ದ್ದೆದಂ ತಾಗಿರೆನಿಯ ಮಿಸಿಬಂದಪ್ಪೆ ನಾನೆಂ [ದು ಶೌರ್ಯಾ ।
ಳಂಬಂ ರಾಮಂ ರಣಕ್ಕೆಳ್ತಿಗನೆನೆ ಬೆಸನಂ ತಂದೆಯಂ ಬೇಡಿ [ಕೊಂಡಂ ॥

2. ವಿಮಲಶ್ರುತಂ ಬಹುಕ್ಕೈವ ।
ಳ್ಳಮೆಂಬ ಸಂಕಲ್ಪವನಿತೆನೇ ಗ್ಗಿರಿಯುಂವಿ ॥
ಶ್ವಮನಪ್ರೆವ ಮಹಿಮೆಯಿಂವ ।
ರ್ದ್ಧಮಾನ ಜಿನಪತಿಗೆ ವರ್ದ್ಧಮಾನ ಮುನೀಂದ್ರಂ ॥

3. ಪಿಂದಂಬೆಂದಗುಳ್ದಪ್ಪರೆಂದು ಪೆಜಗಂ ನೋಡುತ್ತು ಮೋಡು [ತ್ತುಮೆ ।

ಯ್ತಂದಂಗಾಳಗೆಂಕೆವೂಡಿದವೊ ಲಾಕಾಶಂಬರಂ ನೀಳ್ದುದಂ ॥
ಕುಂದೇಂದು ಪ್ರಭೆಯಿಂಮನಂ ಗೊಳಿಪುದಂ ವಿದ್ಯಾಧರೀ ಲೋ
[ಚನಾ ।
ನಂದಸ್ಯಂವಿತಟೇವಿಳಾಸವನಮಂ ಕೈಲಾಸಮಂ ನಾರದಂ ॥

(*a*) Give the ಪ್ರತಿಪದಾರ್ಥ of (1), the ವ್ಯಂಗಾರ್ಥ of (2) and the grammatical peculiarities in (3).

(*b*) Give the context and name the ಶಬ್ದಗುಣ and ವೃತ್ತಿ of (1) and (3).

(*c*) Annotate on the ವೃತ್ತಿ, ರಸ and ಪಾಕ of (1) and (2).

IV. 1. Explain the meaning of:

(*a*) ರಸನಾಶಂಪಾಶತಂಸಂಚಳಿಸೆ, (*b*) ಕಾಲವ್ಯವಸ್ಥೆ ಷಡ್ವಿಧ ಮಕ್ಕುಂ, (*c*) ನಾರಿಗೆನಚ್ಚಿನಕ್ಕೆದುಕ್ಕೆತವಂ, (*d*) ಉಭಯ ಪ್ರಕೋಷ್ಠ ಶಾಖಾ ಸುಭಗ ಧನುರ್ಗುಣ ಕಿಣಂಗಳುಂ.

2. What do the following similes illustrate?

(*a*) ಪೊನ್ನಂಪೂಸಿದ ಕಾರ್ಬೊನ್ನಪಾವೆಯಂತೆ.

(*b*) ಘನನಿನದಮಂ ಕೇಳ್ದ ಹಂಸವನಿತೆಯಂತೆ.

(*c*) ಸುಗಿಯದೆ ಚಂದ್ರಮಂಡಲದಮುಂದೆ ತಮಂಕಿಡದಿರ್ದುದೆಂಬಿನಂ.

3. What is meant by ನೀರ್ಗಾಡಿಗೆ, ಏಗೊಳ್ಳು, ಕಣ್ಣಂಕೆಲಕ್ಕವಾದ, ರೂಪುಗರೆದೊಡಂ, ಅಡಪದಡವಕೆಯ ಪರಿಚಾರಕರು, and ಉಂತೆ?

V. 1. Give from your text:

(*a*) ಹಳೆಗನ್ನಡ ಪದ for ಚಿತ್ರ, ಛತ್ರಿ, ಚಾಮರ, ನದಿ, ಬ್ರಾಹ್ಮಣ and ಎಲ್ಲರೂ.

(*b*) Peculiar expressions for ಕತ್ತಿ, ಕೋಣ, ಶೌರ್ಯ, and ವಾಯುವೇಗಮನೋವೇಗ.

(*c*) The verbal forms from ತಪಂ, ಅರಸು, and ರಥ.

(*d*) Four instances of puns on Kannada words.

2. Write grammatical notes on:

(*a*) ಎಂದು ಸತಿಯಂ ಶಂಕೆಯಂ ಕಳೆದು, (*b*) ಇನ್ನೇಗಳ ಗೆಯ್ವೆ ನೆಂದಳಲಿ ವಿದೇಹಿ, (*c*) ಆಗಳಾಕೆಗಳ ಪೆಸರ್ಪೆಸರೆವಬಾಸೆ.

VI. 1. What is meant by ರೂಪಪರಾವರ್ತನವಿದ್ಯೆ and ಲಘುಪರ್ಣ ವಿದ್ಯೆ ? When and by whom were they used ?

2 How is the name ಸೀತೆ accounted for by ಪಂಪ ?

3. Quote the stanza in which the poet defines the two characteristics of kings, or as an alternative, give the substance of ಜನಕನ ದರ್ಶನಸ್ತುತಿ in the temple.

ಕಳಾವತೀ ಪರಿಣಯ.

VII. Is this work a ಸಿದ್ಧೋತಿವೃತ್ತ or ಕಲ್ಪೋತಿವೃತ್ತ ?

Sketch the plot very briefly in Kanarese.

VIII. 1. What qualities of ಪದ್ಯಕಾವ್ಯ have you noticed in this so-called ವಚನ ಪ್ರಬಂಧ ?

2. Of what phase of faith was the author as shown by his reflections in the work ?

Support your answer with quotations or references.

3. To which of the four kinds of ನಾಯಕರು does each of ಬೃಹದ್ರಥ, ವಿಜಯವರ್ಮ, and ಕುವಲಯಾಪೀಡ answer, as judged from the parts they are made to play in the work ?

IX. 1. The work is full of proverbs and sayings. Give any four of them.

2. Give the Sanskrit rendering of the Kannada proverb ನಾನಲ್ಲ ಗಾಂಧರ್ವರು, as found in your text, and explain the context as well as the allusion.

3. Which of the four kinds of policy did ಸುನೀತಿ advise his master to adopt, and what instances did he give to prove the efficacy of that policy in the long run ?

4. ಹೀರ was a shrewd minister. Give two instances in which his shrewdness was clearly discernible.

X. 1. Explain the following, giving the context and the speaker :

(a) ತಿರ್ಯಕ್ಪ್ರಾಣಿ ನಿಕರಗಳು ನ್ಯಾಯದಲ್ಲಿ ವರ್ತಿಸಿದ ತಿರೆಯ ಣುಗಿ ಯಾಣ್ಮಗೆ ಸಹಾಯವನ್ನೆ ಸಗಿದವು.

(b) ಕಮಲದಲಿ ನೆಲಸಿರುವ ಕಮಲಗಳ ದೆಸೆಯಿಂದ ಕಮಲ ಗಳು ಜಗುಳುತಿಹವನವರತ.

(c) ಆವೆಗಳ ಬೆನ್ನಿನೊಳ್ಮಾಡಿದುವು ಕಾಂಚನದ ಬಾಳೆಗಳು,

ಚೋದ್ಯವಿದು ವಾಪಿಯಾಗಸದಲ್ಲಿ ಕಾಣುತಿಹು ದಚ್ಚರಿಯು, ಚಂದ್ರಮಂ ಡಲದಲ್ಲಿ ಕಮಲಗಳು ವಿಕಸಿತಗಳಾಗಿ ಚಲ್ವಾಗಿಹವು.

(*d*) ಮೂರೆರಡು ಗುಣಗಳಂ ಮೀರೆಯ ದ್ವೈದಂದಗಳ ನೀರೆರಡು ಪಾಯಗಳ ಮೂರುಮೂರಾಗಿರುವ ಶಕ್ತಿ ಸಿದ್ಧಿಗಳಿಯ ದೃಷ್ಟಿಗಳ ಸ್ವರೂಪಮಂ ಸಮ್ಯಗ್ವಿಮರ್ಶನಂ ಗೆಯ್ದು.

(*e*) ತಾರೇಶನಾದೊಡೆಯು ತರು ಚರಾಧಿಪನಲ್ಲ, ದ್ವಿಜರಾಜನಾ ದೊಡೆಯು ಭುಜಗ ಭೋಜನನಲ್ಲ.

(*f*) ಧರ್ಮಶಾಸ್ತ್ರಗಳೆನಗೆ ಕರತಳಾಮಲಕವು.

2. What is meant by ಕಾಲಂಜರಿ and ಚತುರಂತಯಾನ? Why are they so called?

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

TAMIL: TEXT-BOOKS.

I. 1. கம்பர்சரித்திரத்தினால் அவர் குணகுணங்களைக்குறித்துத் தெரியவருவதென்ன?

2. அவர் பாடலுக்கும் வில்லிபுத்தூரர் பாடலுக்குமுள்ள பேதமென்ன?

3. இவ்விருவர் வாக்கினின்றுந் திருவள்ளுவர் வாக்கிலுள்ள விசேஷமென்ன?

4. விராடனது மாலை யாது? குலம் எது? மறுமொழிக்கு ஆதாரங்காட்டுக.

II. 1. "எண்பிறங்கழகிற்கெல்லை யில்லையாமென்று நின்றாள்." இது யாரைப்பார்த்து யார் கருதியது?

2 இராமர் இப்படி யாரையாவது பார்த்து நினைந்ததாகச் சொல்லிய அடியை எழுதுக.

3. "ஏத்தவும்பரிவினென் றீகலான்பொருள்-காத்தவன் புகழெனத் தேயும்." பிறஆசிரியர் இப்பொருள்படக் கூறிய தொன்று காட்டுக.

4. "திண்ணிய கீசகன் செய்த தீங்கவன்-புண்ணியமானதால்." யாருக்கு எப்படிப் புண்ணியமாயிற்று?

III. "முத்திருத்தியவு விருந்தனைய மொய்ந்நகை"

"அருவிபாயும்வரை போல்குருதி யாறுபெருகி"

"வேமிருந்தினெனக்கனலும் வெங்காமவெம்பிணிக்கு"
"பிருகந்நளையென்றோதும் பேடியைப்பேடியென்று"
"கிரீடியெங்குளனென்றெனைக்கேட்ட நீகேண்மோ-இ
ருடி"
நியாயஞ்சொல்லித் திருத்துக, அல்லது சரியென்று
காட்டுக.

IV. அழுதுவாய்குழறியாருயிரழுங்கியலைவாள்
எழுதுபாவையனையாணிலையுணர்ந்திளையவன்
தொழுதுதேவிதுயர்கூரவிளையாடறொழிலோ
பழுதுவாழியெனவுழிமுதல்வன்பகர்வுறும்.
ஏகநின்றநெறியெல்லைகடிதேறியினிதின்
போகனன்றெனநினைந்தனனிவன்பொருவிலோய்
சாகலின்றுபொருளன்றெனநகுந்தகைமையோன்
வேகவெங்கழலினுந்தலும்விராதன்விழவே.

1. கதா சந்தர்ப்பத்தில் இதிலுள்ள குற்றம் யாது?
2. அக்குற்றமில்லாத பாடபேதத்தை எழுதுக.
3. அலையா என்று பாடபேதமாயின் "அனையாணிலை" என்ன புணர்ச்சி? வசனரூபத்தில் எவ்வாறு நிற்கும்?

V. அடியில் வருவனவற்றிற்கு நுட்பவுரை (critical remarks) எழுதுக.

1. "கொடித்தடந்தனித் தேரினின்றுகைத்து முன்கு தியா"
2 "அங்கையினேமி சங்குவாடண்டோ டடற்சராசனந் தரித்தருள்வோன்"
3. "பொறிவாயிலைந்தவித்தான்பொய்தீரொழுக்க-நெறி"
4. "நங்கையிவளொனெருந னடந்தவரோநாமென்ன."

VI. 1. "ஐந்தவித்தானுற்றல்" என்றபின் "ஐந்தின்-வகை தெரிவான்கட்டேயுலகு" என்றது மாறுகொளக்கூறல் என்னுங் குற்றமாகுமா?

2. பிந்தியது என்ன உத்தி? அவ்வுத்தியின் இயல்பென்ன?

3. "ஈவதுவிலக்கேல்" என்பதை வற்புறுத்திய குறளை எழுதுக.

4. அரசனுக்கு ஆறிலொன்று கடமை ஏற்படுத்தினோர் என் அப்படி ஏற்படுத்தினர்?

VII. 1. கொண்ட கோநிரை கோவலர் கொண்டுமுன் போகத்
தண்டு நிற்கெனத் தம்பிய ரனைவருந் தானுந்

திண்டி றற்பெரும் பேடியைத் தேர்மிசைக் கண்டு
மிண்டு வீரெனக் கூறியே சுயோதனன் மீண்டான்.

வேண்டிய சொற்கள் வருவித்து இதனை வசனரூபமாக்குக.

2. தம்பியரனைவருந்தானும் என்னவினைகொண்டு முடிந்தன? அதற்கு விதியாது?

3. ஆர்த்தானைக்கரசுந்தி யமரர்கணத்தொடுமெடுர்ந்த
போர்த்தானை யிந்திரனைப் பொருதவனைப் போர்தொ [லைத்து
வேர்த்தானையுயிர்கொண்டு மீண்டானைவெரிந்பண்டு
பார்த்தானையான்பட்ட பழிவந்துபாராயோ.

இதற்குப் பதவுரை எழுதுக.

VIII. 1. நாயனார் நல்வினையையுஞ் சேர்த்து "இருள்சேரிருவினை" என்றதேன்?

2. விராதனதும் இந்திரனதுந் துதிகள் அவர்கள் தாரதம்மியப்படியென்று காட்டுக.

3. மைந்தன் என்பதன் தற்கால வழக்கை ஒழித்து அதன் சத்தார்த்தமாகக் கம்பர் எடுத்தாண்ட வரியை எழுதுக.

4. (a) கம்பர்சரித்திரத்திற் துமியென்ற சொல்லோடு சம்பந்தப்பட்ட கதையாது?

(b) சூர்ப்பனகைப்படலத்தில் அவ்வர்த்தத்தில் அது வரும் அடி எது?

IX. 1. (a) எழுபிறப்புக்கள் யாவை?

(b) நாயனார் கம்பர் வில்லிபுத்தூரார் மூவருக்கும் மறுபிறவி உடம்பாடென்பதற்கு மேற்கோள் தருக.

2. (a) "குடிபொன்றிக் குற்றமுமாங்கே தரும்" பொன்றி என்ன வாய்பாட்டுப் பொருளில் வந்தது?

(b) வேறுவிதமாகக் கொள்வாருமுண்டா?

X. 1. பின் வருவனவற்றிற்கு அர்த்தமெழுதுக:—"ஊன் வருமுவகை", "ஊரறுத்தவொருவன்", "சொற்பங்கமுற நிமிரிசையின் சும்மை", "மாகு சூழவுந் தப்பியவரிநிறமா", "கோகன நாகவேகக் கொடியவன்", "வீரமுனிவிலாமுகன்" "புறத்துறுப்பெல்லாமெவன்செய்யும்," "என்பிலதனை வெயில்போலக் காயுமே."

2. கோகனநாகம் என்பதன் தமிழ்ச்சொல் யாது?

3. புறத்துறுப்பு என்றதற்குப் பிறர் அர்த்தம் யாது? பரிமேலழகர்கூற்றை நாட்டுக.

4 காயுமே என்றதைக் கடவுள்மேல் வையாது நாயனார் வாக்கினின்றே மேற்கோள்காட்டி வேறர்த்தம் பண்ணுக.

XI. "வெற்றவிண்ணினிடைநின்றுநெடுமீன்விழுவபோல்", "வீரன்மேனிவெளிப்பட", "சேவலானெனத் தயித்தியனனையவத் திகத்த-காவலானையக் கான்மகன் பிணித்தமை", "இந்திரனே சாலுங்கரி". இவற்றுற் சுட்டிக் குறிக்கப்பட்டன யாவை?

XII. 1. திணைபால் வழுவமைதிகளுக்குக் குறளில் ஒரோருதாரணந் தருக.

2. "ஏதம்படுபாக்கறிந்து" என்றதிற் பாக்கு என்னபொருளில் வந்தது?

3. "தனியுமொரோவழி" என்னுஞ் சொல்லிலக்கணம் அணியில் என்ன பெயர்பெறும்? இராமாயணத்திலாவது பாரதத்திலாவது ஓர் உதாரணங் காட்டுக.

4. "ஏழையாவியிறந்திலள்" இதன் சொன்முடிபுக்கு விதியாது?

5. இலக்கணத்தில் மரபென்பதியாது?

6. உதாத்தம் (emphasis of words) தமிழிலுண்டா? விடைக்கு ஆதாரங் காட்டுக.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay in Kanarese on "The best means of improving Vernacular Literature."

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS.

Jagannatha Vijaya, Rājashékhara Vilāsa, and Vrishabhéndra Vijaya.

I. There is a tradition that Rudrabhatta was a contemporary of Shadakshari. Show with reasons that this could not have been the case.

II. Compare ರಾಜಶೇಖರ ವಿಲಾಸ and ಜಗನ್ನಾಥ ವಿಜಯ with reference to

1. The descriptive powers exhibited in them.
2. The beauty of versification.

3. The style

III 1 In what respects did the following authors excel according to ರುದ್ರಭಟ್ಟ?—ಶಂಖವರ್ಮ, ಶಾಂತಿವರ್ಮ, ಮನಸಿಜ, ಕರ್ದಮ, and ಪಂಪ.

Explain the rhetorical terms used by the author in this connection

2 Explain the meaning of, and name the ಅಲಂಕಾರ in

ಜಗವೆಲ್ಲಂ ನಿಜಬೋಧ ದೃಷ್ಟಿಯೊಳೆ ಕಾಣಲ್ಬಂದು ದೀ
[ಚಕ್ಷ ಚ ।
ಕ್ಷಿಗಳಂ ಕಾಣ್ಬ ಪದಾರ್ಥ ಮಿಲ್ಲೆನುತ ನೀರಾಗುಂಕ್ಕು ತಿ
[ರ್ದತ್ತು ದೃ ।
ಗ್ಯಂಗಳಂ ವ್ಯರ್ಥತೆಯಿಂದಿವೆಂಬ ನೆಗೆವಾನಂದಾಶ್ರುಧಾರಾಳ ಕೈ ।
ಮಿಗೆ ಬೌದ್ಧಾಕೃತಿಯಿಂದೆ ಯೋಗದೊಳೆ ಕೂಡಿದ್ದೈ ಸರೋ
[ಜಾಂಬಕಾ ॥

IV. 1 The court of ಕಂಸಾಸುರ is represented as ನವರಸ ಭರಿತಂ. How were the ನವರ ಸಗಳು represented therein?

2 Fill up the blanks in the following with the words given in your text or others which may fit in with the context.

ವರ್ಣಸಂಕರಂ———ದೋಳ್ದೋಷಾಭಿ ಸಂಧಿ———ದೊಳ ವ್ಯವಸ್ಥೆ———ದೋಳ್ ಪರಾಭವಂ———ದೊಳಾ ಕ್ರೋಶಂ———ಗಳೊಳು ಕೃತಘ್ನ ಬಾವಂ———ದೊಳು ವಕ್ರವಾಕ್ಯಂ———ದೊಳು ತ್ಯಂರತೆ——— ಗಳೊಳಾರಡಿ———ದೊಳು ಹಾ ಹಾಕಾರಂ———ದೊಳು ನಿರ್ಗುಣತ್ವಂ——— ಗಳೊಳು ಪಚ್ಚಿಭೇ ದಂ———ಗಳೊಳವುಕ್ಕುಮಲ್ಲದೆ ಜನಪದದ ಜನಂಗಳೊಳಿಲ್ಲ.

V 1 What is the simile used in ಜಗನ್ನಾಥ ವಿಜಯ in the following cases?—

(a) ಮುರರಿಪು ದಿವಸಕ್ರಮದಿಂ ಪರಿವರ್ಧಿಸಿ ಜನದಮುದವ ನೊದವಿಸುತಿರ್ದಂ.

(b) ರಾಕ್ಷಸನೊಡನೆ ಪುಟ್ಟಿದ ದೇವಕಿ.

2. What reason is given by the ಭೋಗಭಾಮಿನಿಯರು to show that the ದುಷ್ಟವಿಘೋರಗ is innocent?

VI. What different versions of ವೃಷಭೇಂದ್ರ ವಿಜಯ are there and in what different languages? About what time did ವೃಷಭ flourish? He is generally regarded as the *founder* of the ವೀರಶೈವ ಮತ. Does the story as stated in the ವೃಷಭೇಂದ್ರ ವಿಜಯ support this view? Point out any difference in the story as given in ಬಸವಪುರಾಣ and in ವೃಷಭೇಂದ್ರ ವಿಜಯ.

VII. 1. What do you know of ಚನ್ನಬಸವ, ಅಲ್ಲಮಾಪ್ರಭು, ಕೇಣಿ ಕೇಶ್ವರ, ಚತುರಾಚಾರ್ಯ, ಸಿದ್ಧರಾಮ, and ತೋಂಟದಗುರೂತ್ತಮ? How is the last of these described in ವೃಷಭೇಂದ್ರ ವಿಜಯ?

2. ಪದಪಿಂದಾದ್ಯರ್ಕಳಿಂತಿಂತತಂಳ ಸರಸ ಶಬ್ದಾರ್ಥಸಂದರ್ಭದಿಂ ಕೋ । ವಿದರೆಲ್ಲರ್ವೆಂಬ್ಬೆಬರ್ದಿಂನೆಗಳ್ದ ಬಸವ ಪೌರಾಣಮಂ ಬೇರೆ ಮೇ ಣ್ಪೇ । ಳ್ಪುದು ಹಾಸ್ಯಕ್ಕಾಸ್ಪದಂ ಬೆಳ್ತನಮನುಚಿತಂ says the author. Why then does he write on the same subject again?

VIII. Write a criticism on the following points:

1 The adequacy of Siva's answer to the question ಮನ್ನಾಥ ಭಕ್ತ ದೇಹಿಕನಾನೆಂಬುದವೊ ನೋಳ್ಪೊಡಭೇದಂ ಸಂದುದೊ ನಂದಿಯೊಳೆ ನನ್ನಿ ವೇಳೆನಗೆ.

2. The conduct of ಬಸವ towards his father.

3. The sufficiency of the reason given for ಬಸವಾ abandoning his father's house.

IX. 1. Can ರಾಜಶೇಖರ ವಿಳಾಸ be called a ಮಹಾಕಾವ್ಯ? What ವರ್ಣನಂಗಳು should be found in a ಮಹಾಕಾವ್ಯ?

2. By what other names is the story of ರಾಜಶೇಖರ known?

3. By what epithets does ಷಡಕ್ಷರಿ characterize ಸೋಮ, ಪದ್ಮ, ಭೀಮ, and ಭೋಜ?

4 Give his observations about poets and poetry.

X. 1. ಅದರಿಂ ದೋಷಾಭಾಸಮಂ ನೊದವಿಪರೊಂದೆಡೆಗೆ ದುರ್ಜನಸ್ತು

ಪ್ಯತು ಯೆಂಬುದ ನನುಕರಿಸಿ ಕವೀಂದ್ರಪ್ಪದಪಿಂ ಕೃತಿಯೋಳ್ಪರೋಪ ಕೃತಿ ತಂತ್ರರ್ - Does ಷಡಕ್ಷರಿ himself follow this practice in ರಾಜ ಶೇಖರ ವಿಳಾಸ ? If so, give examples.

2. Write explanatory notes on the following :

ಅತಿರಸ ವೃತ್ಯಲಂಕೃತಿ ಸಮನ್ವಿತ ಪದ್ಧತಿ ಸಾರವಿಚ್ಛಮ ।
ತ್ಕೃತಿ ಕರಭಾವ ಸಂಗತಿ ನವೀನಗುಣೋನ್ನತಿ ಸತ್ಕವೀಂದ್ರ ಸಂ।
ತತಿ ಸರಸೋಕ್ತಿ ಸನ್ನುತಿಬುಧ ವೃಜಸಮ್ಮತಿ ಮಂಜುಳಾರ್ಥ ಸು।
ಸ್ಥಿತಿ ಸವರೀತಿ ಸದ್ರತಿಯೊಡರ್ಚುವುದೀ ಕೃತಿಸದ್ಗುಣಾಂಕನಾ॥

3. What is ವಾಕ್ಯವೇಷ್ಟನ ? Give an example from any of your text-books.

XI. 1. Give the ಪ್ರತಿ ಪದಾರ್ಥ of the following :

ಕ್ಷೀರಪಟೀರ ಹೀರಘನಸಾರ ಸುಶಾರದ ನೀರದೋರು ಮಂ
ದಾರ ತುಷಾರವಾರ ವರಹಾರ ಸರೋರುಹ ಸಾರಸಾರಿ ಬೃಂ
ದಾರಕ ವಾರಣರುಚಿನಾರದ ತಾರಸಮೀರ ಭಂಗ್ವರೋ
ದ್ಗಾರಯಶಂ ವಿರಾಜಿಸಿದು ದೇಣ್ದೆಸೆಯೋಳ್ಚಕವೀರದೇವನಾ.

2. Explain the ಶ್ಲೇಷ in the following :

ಯಮಿಯಂತಂಬರದಂತೆ ಹಂಸ ನಿಲಯಂ ಪದ್ಮಾಭಿರಾಮಂರಮಾ।
ರಮನಂತಾನಿಧಿಯಂತೆ ಪುಷ್ಕರಯುತಂಮತ್ತೇಭದಂತರ್ಕನಂ।
ತೆಮಹಾ ಮಾರುತಿಯಂತೆ ಚೈತ್ರಕುಜದಂತು ದ್ಯತ್ಪ್ರವಾಳಾಶ್ರ
[ಯಂ।
ಸುಮದಂತುತ್ತಮನಂತೆ ಸಂಭೃತರಸ ಶ್ರೀಗಾಗರಂಸಾಗರಂ॥

3. Write only the ವಿರೋಧಾರ್ಥ in (*a*) and only the ವಿರೋಧ ಪರಿಹಾರಾರ್ಥ in (*b*) in the following :

(*a*) ಕೃತಪದ್ಮಾನಂದನಾಗಿಯುಂ ಸಕಳಕಳಾನಿಧಿಯುಂ, ಕುವಲಯಾಧಿಪನಾಗಿಯು ಮನಂತರತ್ನನುಂ, ಪ್ರಬಳತೇಜಸ್ವಿಯಾಗಿಯುಂ ಅಂಧಕಾರಾತಿ ರುಚಿಯುಂ.

(*b*) ಸುಧರ್ಮಾಧಿಷ್ಠಿತನಾಗಿಯುಂ ಗೋತ್ರಪ್ರಿಯನುಂ, ಭೋಜನ ಕುಳಾಶ್ರಯನಾಗಿಯು ಮವನ ಸ್ವಭಾವನುಂ, ಮಹಿತನಯು ಯುಕ್ತನಾಗಿಯುಂ ಸವಗ್ರಹನುಂ.

XII. 1. ಧನದಂಗಾನಾವಂ ಸುವ್ವನೆ ಬಂದುದು. Why?

2. ಪರಿಕಿಪ್ಪೊಡೀರ್ವರುಂ (ಸುಜನಂ ಕುಜನಂ) ಸರಿಯಲ್ತೆ - How?

3. What causes are assigned in the ರಾಜಶೇಖರವಿಲಾಸ for (a) the phases of the moon, (b) the solstices, and (c) the fall of hailstones?

4. What are the features indicated by ಪಾರದತುಂಬಿ, ಕರೆಯೊಳೊಂದಿರದಿಂದು, ಇಂದು ದರ್ಶನಕ್ಕಾಕರಡಿಗೊಳ್ಳದಂಬುರುಹಂ, ಬಿರಿಸಾಗದರನ್ನಂ, and ಬಲಿಯ ದೊಪ್ಪುವ ಶೋಕನವಪ್ರವಾಳಂ?

5. In what connection does the author draw the following moral maxims·

(a) ನೆಲದೋಳ್ಕೊಟ್ಟಂಗೆ ಬಡತನಂ ಬಂದಪುದೆ; (b) ಭೂತಲದೊಳೆ ಸತ್ವಶಾಲಿಪಗೆಗೇಂಮರೆವೊಕ್ಕರ ನೀಯಲಾರ್ಪನೇ?

XIII. 1. From which of your texts are the following taken? Give the ಉಪಮಾನ or ಉಪಮೇಯ in each case and the context.

(a) ದರಿದ್ರಂ ಸುರತ್ನವಂ ಕಂಡಂತೆ; (b) ಅಬ್ಧಿಯೊಳಿಲ್ಲದ ವಿಷಮಂ ಮಹಾಹಿಯೇಂತೋರದೆಪೇಳ್; (c) ತೊಳಗುವ ರವಿಯಂ ಮಸುಳಪಜಳಧರಮದರಂತೆ ಜಗಮನೇಂಬೆಳಗಗುಮೇ; (d) ಶಿಶುವಾಣಿ ಪೆತ್ತರಂ ಮಚ್ಚಿಪವೋಲ್; (e) ಬಿದುವನೊಳಗಿಟ್ಟು ಬೆಳ್ಪೇರಿದ ದೆಸೆಗಂಡಾ ಚಕೋರ ನುತ್ಸವಿಪವೋಲ್.

2. Analyze the description of ಧರ್ಮವತೀಪುರ in ರಾಜಶೇಖರ and reduce it to a few heads.

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

KANARESE: TEXT-BOOKS.

ಶಬ್ದಮಣಿ ದರ್ಪಣ, ನಾಗವರ್ಮ ಛಂದಸ್ಸು, ಕಾವ್ಯಾವಲೋಕನ.

I 1. It is said that "by consulting ಶಬ್ದಮಣಿ ದರ್ಪಣ we may find proper answers to various questions concerning new Kanarese." Illustrate this statement by half a dozen examples

2 What references, if any, does Kesava make to the poets of about his own time, as distinguished from older poets?

3. Note down any grammatical peculiarities of other writers to which Kesava takes exception.

II. 1. What, according to Dr. Burnell, is "the great and real merit" of ಶಬ್ದಮಣಿದರ್ಪಣ? Corroborate or criticize his view.

2. "There are parts of ಶಬ್ದಮಣಿ ದರ್ಪಣ which are empirical in their treatment of subjects and deficient in their compass." Illustrate this statement

III. 1. How were the following words pronounced by Kesava?

ಬಿಯದಂ, ಮಯಣಂ, ಸಾವೆ, ಹವಳಂ, ನೆಲಕಲ, ಇಲ್ಲಣಂ.

2. ಹ್ರಸ್ವಮಪ್ಪೇಕಸ್ವರಂ ಪೂರ್ವಮಾಗೆ ಸರ್ವಂಪರಮಾಗೆ ವ್ಯಂಜನಂಗಳ್ಗೆ ದ್ವಿತ್ವಮಂಟು. How would this rule be too wide (*a*) according to Kesava and (*b*) as a matter of fact?

IV. 1. What ವರ್ಗಾಕ್ಷರಗಳು have a tendency to become ಅವರ್ಗಾಕ್ಷರಗಳು and *vice versâ?*

2 What end-vowels seem opposed to the genius of Kannada? What effect has this peculiarity on the introduction of Sanskrit words into Kannada? Are there any changes, *not* due to this cause, occurring in the end-letters of Sanskrit words when these are Kannadised?

V. 1. Determine what ಲಿಂಗಗಳು are ಕನ್ನಿಕೆ, ಕೂಸು, ಜನ, ಸುಜನ, ಸಾಧು, ಮೆಲ್ಲಗೆ, stating the principle on which the ಲಿಂಗ is determined by Kesava.

2. What parts of speech are ಆ and ಈ according to Kesava?

3. Quote a few words ending with the ತದ್ಧಿತ ಪ್ರತ್ಯಯ:

ಉವೆಂ, ಪಿ, ಇಲ.

4. In what senses is ನೋಡ used?

5. ಸ್ತುತಿಯಿಸು, ಧರಿಯಿಸು, ದೇಶಂಗಳ್, ಬೆಮರಿನ, ಕೆಡಿಕ್ಕುಂ, ಅವದಿರು. Are these correct?

VI. 1. What comments are made in the ಶಬ್ದಮಣಿ ದರ್ಪಣ on the following?—

(*a*) ಮೃದು ಮುಗ್ಧಾಲಾಪಂ ಬಳೆದಂ. (*b*) ಪಾದಪದ್ಮಂಗಳ ನೊತ್ತುತ್ತಿರಲ್ ಕೂಪ್ರಿಕ । ನೃಪತಿ ಸುಖಾಸೀನನಾಗಿರ್ದ ನಾಗಳ್. (*c*) ಕೆಲದನಲ್ಲಿದ ನಿಲ್ಲಿದನೀಗಳೆಂಬಿನಂ ಮುತ್ತಿದನ್. (*d*) ಬರಿಸಿ ಪ್ರಧಾನ

ರಂ ಕು । ಳಿರಿಸಿ ಪ್ರಿಯಕುಶಲ ವಾರ್ತೆಯಂ ನೆರೆಕೇಳ್ದ. (e) ಮಿರುಗು ತ್ರಿಪರ್ ತ್ರಿಶೂಲದೆ ಪ್ರಣಿಯದೆ ತ್ರಿಪಥೆಗೆ ನಡೆದಂ.

(b) ಆಗ ಎರಡು ದಳವೂ ಬೆರಗಾಗಿ ನಿಟ್ಟಿಸುತ್ತಿರುವಲ್ಲಿ ನಾವಿಬ್ಬರೂ ವಾರುವಗಳನ್ನೇರಿ ರಾಘುತತನದ ಬಿನ್ನಣವನ್ನು ಮೆರೆಯಲು ನಡೆಯಿಸುವದೂ, ಕುಣಿಸುವದೂ, ಹಾಯಿಸುವದೂ, ಎಂಬೀ ಮೊದಲಾದ ಗತಿಭೇದಗಳಿಂದಿಷ್ಟೂ ಹೊತ್ತು ಕಳೆಯದೆ ಇದ್ದೆವು. Write this after Kesava.

VII. 1. Give the meanings of ·

ಪುಚ್ಚಟೆ, ನಿಗ್ಗವ, ನೆಲಕಲ, ಸಲಂಡುಗೊಳ್ಳು, ಕೊತ್ತಣಿ, ಕಾದಲ್ಕೆ.

2. In ಶಬ್ದಮಣಿ ದರ್ಪಣ a list of words is given explaining ಪುರಾಣಕವೀಂದ್ರ ರಖಿಳ ಕಾವ್ಯಂಗಳ ಗೂಢ ಪದಪ್ರಯೋಗ. Mention any words you may remember in this list which are commonly used in modern Kanarese, and some which are not pure Kanarese or Dravidian.

VIII. Explain *fully* the grounds on which Mr. Kittel surmises the following to be forgeries so far as they pretend to be by Nagavarma:

1. ಒಸೆಯೆ ಮೊದಲೆರಡು ನಾ । ಲ್ಕೆನೆವೆಯ್ದುನೆಯು ಪದದೆ । ದಶ ದಶಸುಮಾತ್ರೆ ಮೂರಾರನೆಯೊಳೂ ॥ ಮಿಸುಪ ಪದಿನೇಳು ಲಘು । ರಸದಿ ನೆಪ್ಪತ್ನಾ ಲ್ಕು । ..... ಕಮಲನಯನೇ ॥

2. ಭೂತಳದೊಳ್ ನೆಗಳ್ತೆ ವಡೆದುತ್ಪಲಮಾಲೆ ವಿಲೋಲಲೋಚನೇ (one complete ಪಾದ).

IX. 1. Enumerate the ಅಷ್ಟಾದಶ ದೋಷಂಗಳ್ in poetry mentioned by Nagavarma in his ಛಂದಸ್ಸು and the ಉಪಮಾ ದೋಷಂಗಳ್ mentioned in his ಅರ್ಥಾಲಂಕಾರ, the latter with examples.

2. Distinguish between the several kinds of ರೂಪಕಾಲಂಕಾರ.

X. 1. What is an ಅಲಂಕಾರ? What ಅಲಂಕಾರ is there in:

ಕರೆಕೊರಲೊಳ್ಕಣ್ಣೊಸಲೊಳ್ । ನೆರೆಮಕುಟದೊಳಹಿ ವಿಭೂಷಣಾವಳಿ ತೋಳೊಳ್ ॥ ನೆರೆದಿರೆ ಕರವೆಸೆದಂ ಪಲ । ತೆರದ ಮರಳ್ವಡೆಯುನಡು ವುಮಾಪತಿರುದ್ರಂ ॥?

2. Classify the following under the heads of Figures of

Similarity, Figures of Contrast, and Figures of Contiguity, giving reasons for your classification:

ವಿರೋಧಾಭಾಸ, ತಿರೋಹಿತ, ಅಸಂಭವಂ, ವ್ಯಪದೇಶ, ಪ್ರೇಯಂ.

XI. Determine the ಅಲಂಕಾರಗಳು in (*a*) and the ವೃತ್ತಗಳು in (*b*):

1. (*a*) ನೇಸರ್ವೆರೆಗಳಿರಾನೀ ।
ಮೀಸುದಿನಂ ಬವಣೆಗೊಂಡಿರಿಂ ಪದುಳಮಿರಿಂ ॥
ಭಾಸುರಮೆನಿಪುವು ಜಗಮಂ ।
ಲೇಸೆನೆಬಿಕ ದೇವರಾಯನೋಜೆಜಸಂಗಳ್ ॥

(*b*) ತಾಮೆಳಸಿದಂತೆ ನಡೆಯುಂ ।
ತ್ತಾ ಮೋದದೊಳರ್ಪ ಜನಕೆ ಬಿಕದೇವೇಂದ್ರಂ ॥
ನೇಮಿಸಿ ನಿಜಕುಲವರ್ಣದ ।
ನೇಮಂಗಳ ಗೆಯ್ಮೆದೊಡಕ ನೊಡನೊಡರಿಸುವಂ ॥

(*c*) ಸಕಳಾರ್ಥಿ ಮನೋರಥ ದಾ ।
ಯಕಂ ಮಹೋದಾತ್ತ ಮೂರ್ತಿ ಸಾಂದ್ರಚ್ಛಾಯಂ ॥
ಸುಕರಾಭಿಗಮಂ ನರಪಾ ।
ಲಕನಿರೆ ಕಲ್ಪಾವನೀಜವೇ ಗೆಯ್ದುಪುದೋ ॥

2 (*a*) ತೊರೆಗಳಿಂದ ವಿಶಾಲ ನೀರವತೋರುತೆಣ್ದೆಸೆಯಲ್ಲಿ ಹಾ ।
ಕೆರೆಗಳಿಂದ .....

(*b*) ಸಮುದ್ರಾಭಿ ಗಾಂಭೀರ್ಯ ಸಂಪನ್ನ ಸತ್ಯ ।
ಕ್ಷಮಾ ಚಾರಶೌಚಾದಿ .....

(*c*) ನಾಗತ್ರಾಣಂ ನಾಗಶಯಾನಂ ನಗಧರ ಪರಮಾನಂದ ಮು
[ಕುಂದಂ ।

(*d*) ನಾಕಪುಂಡರೀಕ ಮಂಬರಾಪ ಗಾಪಯಸ್ಥಿತ । .....

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

KANARESE: TRANSLATION.

I Translate into English

1 ಇಳೆಯಂ ಮುರ್ಚಿಮುಸುಂಕಿ ನಿಶ್ಚಲತೆಯಿತ್ತಾ ಶಾಧಿಪ ಗೊಂಟುಗೊಂ
ಟೊಳೆ ಸಾರ್ವಂತಿರೆ ಮಾಡಿ ವಹ್ನಿಸಖನಾನಂ ಬೊಂದಹಂಕಾರಮಂ ।

ತಳೆ ದಾಮೂರುತನಂ ಕರಂಪಿಡಿದು ತನ್ನೈಕಿಲ್ಗಳಿಂ ನಾಂದಿ ಸಂ ।
ಚಳನಂಮಾಡಿ ತದಾಪ್ತಸುರ್ಕುಮುರಿದೇಂ ಪರ್ಬಿತ್ತೊ ಹೈಮಾಗವಂ ॥

2 ಗಲ್ಲದ ಸೊರ್ಕುನೀರ ಪೊನಲಿಂ ನೆಲೆವೆರ್ಚಿ ಕಡಲ್ತುಳಂಕೆ ಬೆ ।
ಟ್ಟಿಲ್ಲಮನೌಂ ಕುವಂತಿಡುವ ಕಾಲ್ದೊರೆಯಿಂ ನೆಲನಾರೆ ಬೇಗದಿಂ ।
ನೆಲ್ಲಿಯ ಕಾಯ್ಗಳಿಂ ಬಡಿಗೆಕೊಂಡಪೊಲೆತ್ತಿದ ತೋರಹತ್ತದಿಂ ।
ಜಲ್ಲನೆ ತುಂಬಿಗಳ್‌ಕೆದರೆ ಬಂದುವು ಬಿಂಕದಿನಂಕದಾನೆಗಳ್ ॥

3. ಭುವನವೆಲ್ಲವಂ ಪುದಿದು ತೀವಿದ ಚಂದ್ರಿಕೆಯೆಂಬ ಪಾಲ್ಗಡ ।
ಲ್ತವಕ ದಿನೆಂನ ಪುತ್ರನನಿಳಾಜನ ಮೀಕ್ಷಿಸೆ ದೃಷ್ಟಿಪಾತದಿಂ ।
ನವೆದಪನೆಂದು ತೂಪಿರಿದ ಶೀಕರದಂತೆ ತಾರಕಾಳಿಯೊ ।
ಪ್ಪುವ ಪಣೆಗಿಟ್ಟ ಕಜ್ಜಳದ ಬೊಟ್ಟೆನಲೊಪ್ಪಿದುದಿಂದು ಲಾಂಛನಂ ॥

4. ಕಿವಿಗಮರ್ದಾಗೆ ನಲ್ನುಡಿಯೊಡಂಬಡೆಬಂಧಮಳುರ್ಕೆ ದೇಶಿಯು ।
ತ್ಸವ ಮನೊಡರ್ಚಿಸೊಂಪು ಸುಳಿದಾಡೆ ರಸಂಪೊಸತಾಗೆ ಕಾಳ್ಪರಂ ।
ಕವಿಯೆ ಪೊದಳ್ದರಸಭಾವಮದು ನಾಂಟೆ ರಸಜ್ಞರ ಚಿತ್ತಮಂ ಮನೋ ।
ಭವನಲರಂಬಿನಂತೆ ಕೃತಿವೇಳ್ಪುದು ಕಬ್ಬಿಗನುಬ್ಬಿ ಧಾತ್ರಿಯೋಳ್ ॥

5. ಎಲೆ ಎಲೆ ಇತ್ತಲಿರ್ದವೊಗವತ್ತೊಲಿದೀಕ್ಷಿಸೆ ಮುನ್ನೆ ಕಂಡರೊಳ್ ।
ಕೆಲಬರನಲ್ಲಿ ಕಾಣಲರಿದಿಂ ತುಟುತೋರುತೆ ಮಾಯುಮಪ್ಪ ಮೆ ।
ಯ್ವಲೆಯೊಳೆ ಬಾಳ್ವೆನೆಂಬ ಮನವಲ್ಲದೆ ತತ್ತನುವಂ ತಪಂಗಳೊಳ್ ।
ಸಲಿಸಿ ನಿಜತ್ವಮಂ ಪಡೆಯಲಂಜುವೆನೇಕ ಪರಾಜಿತೇಶ್ವರಾ ॥

6 ಕೂಡೆ ಕಣ್ದೆರದೆದ್ದು ಚೇತರಿಸಿ ದೆಸೆಗಳಂ ।
ನೋಡಿ ತಂನವರೋರ್ವರಂ ಕಾಣದಿರೆ ಕೈ ।
ಮಾಡದೆ ವೃಥಾಟೋಪಮಂ ನೆಗಳ್ಚುವ ವಿರೋಧಿಯ ವಿಕ್ರಮವನೆಕಂ
ಮಾಡಿದ ವಿರಕ್ತಿಯಿಂ ನಾಚಿಮನದೊಳ್ಪಂಥ । [ಡು ॥
ಪಾಡಿವನೊಳನ್ನು ಸಲ್ಲದು ತನಗೆ ಕಾರುಣ್ಯ ।
ಕೀಡಾದ ಬಳಿಕ ದೇತಕೆ ಸಮರವೆನುತವಂ ಕರ್ಣಜಂಗಿಂತೆಂದನು ॥

7 ಪ್ರಥಮದಲ್ಲೊಂದು ಕಾರ್ಯಾರಂಭವಂ ಮಾಡಿ ಅದಕ್ಕೆ ವಿಸ್ತಾರವಂ ನೆಗಳ್ದು ಅದಕ್ಕೆ ವಿಸ್ತೀರ್ಣವಂ ನಿಶ್ಚೈಸುತ್ತಾ ಗೂಢವಾದ ಕಾರ್ಯಬೀಜವಂ ಸ್ವಲ್ಪವಾಗಿ ವ್ಯಕ್ತವಂಮಾಡುತ್ತಾ ಚನ್ನಾಗಿ ಬುದ್ಧಿಯಿಂದ ಅದಂ ಪರಿಭಾವಿಸುತ್ತಾ ಬಂದಕ್ಕೊಂದು ಸಂಬಂಧವಿಲ್ಲದೆ ನಾನಾ ಮುಖವಾಗಿ

ಹರಹಿಕೊಂಡು ಇರುವಕ್ರಿಯಾ ಸಮೂಹವನ್ನು ಮುಖ್ಯವಾದ ಫಲಕ್ಕೇ ನಾದರೂ ಧನವನ್ನಾಗಿ ಮಾಡುತ್ತಾ ಆದರ ಗುಣದೋಷಗಳಂ ನಿಶ್ಚೈಸುತ್ತಾ ಅದಕ್ಕೆ ಸಾಧಕ ಬಾಧಕಗಳಂ ಲಾಭಾಲಾಭೆಗಳಂ ಪರಿಭಾವಿಸುತ್ತಾ ಹೀಗೆ ಚಿತ್ತಕ್ಲೇಶವನ್ನನುಭವಿಸುವವನು ನಾನೊಬ್ಬನು; ಪೂರ್ವೋತ್ತರ ವಿರೋಧವಿಲ್ಲದಂತೆ ಗ್ರಂಥದಲ್ಲಿ ಸಂವಿಧಾನವಂ ರಚಿಸಿ ಹೇಳುವ ಕವಿಯೊಬ್ಬನು ಅನುಭವಿಸುವವನು, ಯೆಂದು ಹೇಳುತ್ತಿರುವ ಸಮಯದಲ್ಲಿ ರಾಕ್ಷಸನಿಗೆ ಮಾಮಭೋಜವು ಅದರಲು; ಯಾಕೊ! ಅವಶಕುನ ವಾಗುತ್ತಲಿದೆ, ಆದರೆ ದೈವವು ಪ್ರತಿಕೂಲವಾಗಿದ್ದಾಗ್ಯೂ ಚಾಣಿಕ್ಯನು ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ಮಾಡುತ್ತಲಿದ್ದಾಗ್ಯೂ ಹಿಡಿದ ಕಾರ್ಯವಂ ಸಾಧಿಸಬೇಕು, ಎಂದನು.

8. ರುಕ್ಮಿಣಿಯು ದೊಡ್ಡ ಮುತ್ತೈದೆ ಯೊಬ್ಬಳನ್ನು ಕುರಿತು—"ಪೊನ್ನೆ ನಿಮ್ಮ ಕಿರಿಮಗಳಿಗೆ ಅವಧಾನಿಗಳ ಕೈಯಿಂದ ವಿಭೂತಿಯಿಡಿಸುತ್ತಿದ್ದರೆಂದು ಹೇಳಿದ್ದಿರಿ. ಗ್ರಹಬಾಧೆಯೇ ಏನು?" ಎಂದುಕೇಳಿದ್ದಕ್ಕೆ ದೊಡ್ಡ ಮುತ್ತೈದೆಯು: "ಅಹುದಮ್ಮಾಯಿ! ಏನು ಹೇಳಿಕೊಳ್ಳಲಿ. ಗಂಡ ಹಿಡಿದು ಹುರಿದು ತಿನ್ನುತ್ತಾನೆ. ಏನು ಪಾಪವೊ! ಹುಡುಗಿ ಅರ್ಧವಾಗಿ ಹೋದಳು. ಇಷ್ಟೇ ಅಲ್ಲವೇ? ಗಂಡನ ಸಂಗಡ—" ಯೆಂದು ಹೊಟ್ಟೆಯಲ್ಲಿರುವ ದುಃಖವು ಹೊರಬೀಳಲು ಸ್ವಲ್ಪ ತಾಳಿಕೊಳ್ಳುತ್ತಾ ಕಣ್ಣೀರನ್ನು ಸೆರಗಿನಿಂದೊರಸಿಕೊಳ್ಳುತ್ತ ಸ್ವಲ್ಪ ಸುಮ್ಮ ನಿದ್ದು ಗದ್ಗದಸ್ವರದಿಂದ —"ಗಂಡನೊಡನೆ ಸೌಖ್ಯವನ್ನನುಭವಿಸ್ಯಾಳೆ? ಸಂಸಾರಮಾಡ್ಯಾಳೆ?" ಎಂದು ಸ್ವಲ್ಪ ಗಟ್ಟಿಯಾಗಿ ಅಳತೊಡಗಿದಳು.

9. ಸೂರ್ಯನೊಂದೇ ಕಡೆ ಸ್ತಂಭದ ದೀವಿಗೆಯಂತೆ ಮೇರುವಂ ಬಿಡದಿರಲಾ ತನ ಕಿರಣಂಗಳಲ್ಲಿ ಸೂಜಿಗಲ್ಲು ಕಬ್ಬಿಣವಂ ಸೆಳದಂತೆ ಧರಣಿಯಂ ಸೆಳೆಯಲುಳ್ಳ ಸಾಮರ್ಥ್ಯವು ಸಹಜವಾಗಿರಲು ಗಗನಾಂಕಣ ಸಮಪರಿವರ್ತಿಯಾದ ಮಾರುತನಿಂ ಸಮವೃತ್ತಗೋಳ ರೂಪಮಾಗೀ ಧರಣಿ ಯಾಸೂರ್ಯಂಗೆ ಪ್ರದಕ್ಷಿಣಾಕಾರಮಾಗಿ ನೌಕಾದೃಷ್ಟಾಂತದಿಂ ಕಡಲಿನೊಳ್ ನಡೆಯಲದು ರಥಯಾಯಿಗೆ ತೀರತರುಗಳು ಗಮಿಸುವಬಗೆ ತೋರಿದಂತೆ ಸೂರ್ಯನೊಳಧ್ಯಸ್ತಮಾಗಿ ರವಿಸಂಚಾರ ಕಾಣ್ಬುದಾ ರವಿಯು ಚಂದ್ರಾದಿ ಗ್ರಹಗಳಂ ಪ್ರದಕ್ಷಿಣ ನಿವೃತ್ತಿಗಳುಳ್ಳ ಸೇವೆಗೈಸೆ ರವಿಚಂದ್ರರ ಮಧ್ಯದೊಳೈದುವ ಭೂಮಿ

ಗೋಳದ ನೆರಳು ತಮೋನಾಮದಿ ರವಿಚಂದ್ರರಿಗಡ್ಡಮಾಗಲೇ ಗ್ರಹಣಮೆಂ ನಲ್ಪಡುವದಲ್ಲದೆ ಕಾರಣಾಂತರಮಿಲ್ಲ.

10. ಬಾಲಯುದ್ಧವನ್ನು ಮಾಡತೊಡಗಿ ಇಬ್ಬರೂ ರೋಷಾಭೀಷಣಾಕಾರಗಳಿಂದ ಕೂಡಿದವರಾಗಿ ಸರಿಮಿಗಿಲಾಗಿ ಹತ್ತಿಕೊಂಡು ಮಂಗುಚಿ ವಿಂಗಡಿಸುತ್ತಾ ಬಳಹೊಕ್ಕು ಒಬ್ಬರನ್ನೊಬ್ಬರು ಎತ್ತಿಹಾಕುತ್ತಾ ಕಿಕ್ಕಿದರೆ ತಿರಿಗಿ ಹಾಕುತ್ತಾ ಕರಕೌಶಲಗಳನ್ನು ತೋರಿಸುತ್ತಾ ಲಾಗಗಳನ್ನು ಹಾಕಿಪೆಟ್ಟು ತಪ್ಪಿಸಿಕೊಂಡು ಎಡಗೈಯಿಂದ ಕೊರಳನ್ನು ಒತ್ತಿಹಿಡಿದು ಮಂಡಿಗೆ ಮಂಡಿಯನ್ನು ತಾಕಿಸಿ ತಲೆಕೆಳಗಾಗಿ ತಳ್ಳುತ್ತಾ ಮಾರೆಹಾಟಿನಲ್ಲಿ ಅಮುಕಿಕೊಂಡು ಹೊಕ್ಕು ಲಂಘಿಸಿತಳ್ಳುತ್ತಾ ಚಕ್ರದೋಪಾದಿಯಲ್ಲಿ ಗಿರಿಗಿರಿನೆ ತಿರುಗುತ್ತಾ ಅಟ್ಟಹಾಸಗಳಿಂದ ದಿಗಂತರವನ್ನು ಮುಚ್ಚುತ್ತಾ ಸೆಣಸಾಡುತ್ತಿರುವ ಸಮಯದಲ್ಲಿ ಕುಂತಿ ಧರ್ಮಜಾದಿಗಳು ಎಚ್ಚತ್ತು ಭೀಮನಿಗೆ ಇಂಥಾ ಕಷ್ಟಬಂತೇ ಎಂದು ಕ್ಲೇಶಪಡುತ್ತಿದ್ದರು.

11. ಮತ್ತಂ ಶಬ್ದಖಂಡನ ವರ್ಥಖಂಡನವನುಮಾನಖಂಡನವೆಂಬ ತರ್ಕತಂತ್ರ ಕೋವಿದರಪ್ಪವಾದಿಗಳೊಳಂ, ಮಧುರರಸಪೊಸವರ್ ಪೊಸಪೊಸನುಡಿಗಳಂ ಕೇಳ್ವ ಸಭೆಗೆ ಕರ್ಣರಸಾಯನಮನೀವ ಮಾಧುರ್ಯಗುಣಂ ಮೈಯಿಕ್ಕಿರ್ದ ವಾಗ್ಮಿಗಳೊಳಂ, ಮತ್ತಂ ಸುಗತಿಗಳಂ ಸೂಸುವ ಮುದ್ದಳಿಗರಿಂ, ಭಾವರಸವ ನೀವ ಚಿತ್ರಕರಿಂ, ಯಿಂತು ಗಿರಿರಾಜನೊಡ್ಡೋಲಗವನಂತ ಗಂಭೀರಮನತುಳ ಪ್ರತಾಪಮನುರುತರ ಸೌಂದರ್ಯ ಮನೂರ್ಜಿವಿಲಾಸಮನನುಪ ಮೌದಾರ್ಯಮನೊಳ ಕೊಂಡಿರ್ದುದಾ ಪ್ರಸ್ತಾವದೊಳ್.

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

TRANSLATION INTO THE VERNACULAR.

Translate into your Vernacular language:

I. Therefore doth Heaven divide
The state of man in divers functions,
Setting endeavour in continual motion;
To which is fixed, as an aim or butt,
Obedience for so work the honey-bees;
Creatures that, by a rule in nature, teach
The art of order to a peopled kingdom.
They have a king, and officers of sorts:
Where some, like magistrates, correct at home;
Others, like merchants, venture trade abroad;

Others, like soldiers, armed in their stings,
Make boot upon the summer's velvet buds;
Which pillage they with merry march bring home
To the tent-royal of their emperor;
Who, busied in his majesty, surveys
The singing mason building roofs of gold;
The civil citizens kneading up the honey;
The poor mechanic porters crowding in
Their heavy burthens at his narrow gate;
The sad-eyed justice, with his surly hum,
Delivering o'er to executors pale
The lazy yawning drone. I this infer,—
That many things, having full reference
To one consent, may work contrariously.

II. Fame is the spur that the clear spirit doth raise
(That last infirmity of noble minds)
To scorn delights, and live laborious days;
But the fair guerdon when we hope to find,
And think to burst out into sudden blaze,
Comes the blind Fury with the abhorred shears,
And slits the thin-spun life.

III. Though, during barbarism and the earlier stages of civilization, war has the effect of exterminating the weaker societies, and of weeding out the weaker members of the stronger societies, and thus in both ways furthering the development of those valuable powers, bodily and mental, which war brings into play; yet during the later stages of civilization, the second of these actions is reversed. So long as all adult males have to bear arms, the average result is that those of most strength and quickness survive, while the feebler and slower are slain; but when the industrial development has become such that only some of the adult males are drafted into the army, the tendency is to pick out and expose to slaughter the best grown and healthiest: leaving behind the physically-inferior to propagate the race The fact that among ourselves, though the number of soldiers raised is not relatively large, many recruits are rejected by the examining surgeons, shows that the process inevitably works towards deterioration. Where, as in France, conscriptions have gone on taking away the finest men, generation after generation, the needful lowering of the standard proves how disastrous is the effect on those animal qualities of a race which form a necessary basis for all higher qualities. If the depletion is indirect also, if there is such an over-draw on the energies of the industrial population that a large share of heavy labour is thrown on the women, whose systems are taxed simultaneously by hard work and child-bearing, a further cause of physical degeneracy comes into play. War, therefore, after a certain stage of progress, instead of furthering bodily development and the development of certain mental powers, become a cause of retrogression.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF KANARESE LITERATURE.

I. "The first cultivators of the Kannada language for literary purposes were the Jains and down to about A.D. 1300 we have none but Jaina authors. For about two centuries they were succeeded principally by Lingâyt and Śaiva writers, and from about 1500 date the Brâhmanical and Vaishnava works."

1. Discuss whether the history of Kanarese literature can be divided into three periods as suggested in the above extract, mentioning the distinguishing features of each period.

2. Account for the comparative absence of Brâhmanical works in the first period.

3. With what author or work may the Lingâyt period be supposed to begin?

II. 1. Describe the extent of ಕನ್ನಡನಾಡು and show how the centre of literary activity shifted itself to different parts of the country at different times.

2. Name the kings who are known to have patronized Kanarese literature and the authors that flourished under them.

III. 1. Who is the author of ಚೊಡಾಮಣಿ? How do you fix the date of this work?

2. Sketch briefly the account given in ಪಂಪ ಭಾರತ of the author and his times.

IV. State the circumstances under which ಅಜಿತ ತೀರ್ಥಪುರಾಣ was written.

V. Name the leading works on Rhetoric written in Kanarese before the age of ಷಡಕ್ಷರಿ.

VI. Narrate briefly in Kanarese the story of ಕಾದಂಬರಿ.

VII. Compare the literary merits of ಜೈಮಿನಿಭಾರತ with those of ಚೆನ್ನ ಬಸವಪುರಾಣ.

VIII. 1. Among the early Jaina authors name two who professed to write in *pure* Kanarese without any admixture of Sanskrit. Give a brief account of the writings of one of them.

2. What is a ದಂದಂಮೆ? What place do you assign to such compositions in Kanarese literature?

IX. Describe the influence which ಕುಮಾರವ್ಯಾಸನ ಭಾರತ has exerted on the subsequent Kanarese literature.

X. Arrange the following works in their chronological order, naming the author of each:

ಕೃಷ್ಣರಾಜಭಾರತ, ಪುಷ್ಪದಂತಪುರಾಣ, ಪ್ರಭುಲಿಂಗಲೀಲೆ, ವೀ

ರೇಶ್ವರಕಥೆ, ಧರ್ಮಾಮೃತ, ಅನುಭವಾಮೃತ, ಚಂದ್ರಪ್ರಭಾಪುರಾಣ, ಆದಿಪುರಾಣ, ಮಿತ್ರವಿಂದ ಗೋವಿಂದ, ವಿಕ್ರಮಾಂಕ ಕಾವ್ಯ, ಲೀಲಾವತಿ, ಕೃಷ್ಣಭಕ್ತಿಸಾರ.

B. L. DEGREE EXAMINATION, 1894.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF EVIDENCE.

I. What are the principles on which the English and most of the Continental systems of evidence are constructed? State the relative merits of each.

II. Why is evidence rejected on the ground of *res inter alios actæ?*

Are there any exceptions to this, and if so, what are the reasons for the exceptions?

III. 1 When are the admissions of an agent and a third person relevant in Civil and Criminal cases?

2. Under what circumstances are admissions relevant on behalf of the person making them? Give an illustration.

3. To what extent do admissions bind the party making them in Civil and Criminal cases, and preclude the reception of evidence to vary their effect?

Give reasons for your answers.

IV. A, B, and C were jointly charged with the murder of D. A made a statement before the committing magistrate that at the instance of B, he took some cakes to D, and that soon after eating them D fell ill and died, and that he did not know what the cakes were made of. B stated before the committing magistrate that at the request of C, who had a grudge against D, he prepared cakes with arsenic, and sent them by A telling him what they were. At the trial in the Sessions Court he withdrew the statement entirely as having been made under Police oppression. A was tendered pardon and examined as a witness, and both B and C were convicted. The pardon granted to A was subsequently withdrawn on the ground that he did not make a full disclosure, and he was also convicted on the proof of the confession of B. Evidence was also adduced to show that A, B, and C were intimate friends and companions in gambling, that they were tried, but discharged, for murder on former occasions, and that they were convicted for burglary and voluntarily causing grievous hurt on several occasions.

Examine fully the legality of the convictions in the above case.

V. In what particulars do dying declarations differ from depositions and admissions?

State the difference between Indian and English law in the matter of dying declarations.

VI. 1. Define exactly the limit of a witness's privilege in the following cases:

(*a*) Affairs of State.

(*b*) Official Communications.

2. Is there any difference between the liability of a witness to produce documents and to answer questions asked by the Court?

Compare the English with the Indian law on the subject.

3. Distinguish between the privilege of a party and his Vakil as witnesses, in the matter of professional communications.

VII. Examine the admissibility of evidence in the following cases:

1. A died leaving a widow, B, who adopted C under an alleged Anumatipatra. D, A's cousin, left E a widow who adopted F under a similar document. B as the adoptive mother of C sued E as the widow of D, to establish the adoption of C, and recover some property in that right. During the trial of the suit F died, and E subsequently adopted G, who brought a suit, with E as his guardian *ad litem*, against C to set aside his adoption. In the trial of this suit depositions of witnesses given, certain admissions of E made, and the judgment delivered in the former suit, are proposed to be filed in evidence.

2. The plaintiff in a suit seeks to prove in evidence an admission of the defendant's predecessor in title alleged to have been made 50 years ago in the written statement of a former suit. He proposes to prove the admission by producing a copy of the decree in the former suit, the preface to which contains a short statement of the pleadings.

3. The plaint and records in a suit are destroyed by fire. The plaintiff produces a duplicate of the plaint which is prepared from a register kept by the plaintiff's gumasta, containing the names of the executants of the bonds, the amounts due and other necessary particulars. At the trial the register is tendered to be used in evidence.

VIII. 1. What are the reasons for rejecting second-hand evidence of witnesses?

2. In what cases, and under what limitations, has the rule been relaxed in the Indian Evidence Act, and why?

3. Do you observe any difference between Indian and English law in the matter of these limitations? If so, to which would you give the preference, and why?

IX. State the points of similarity and difference between judicial investigations and scientific enquiries into matters of a physical nature.

X. Distinguish between patent and latent ambiguities, and give an example of each.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

CONTRACTS, INCLUDING NEGOTIABLE INSTRUMENTS.

I. Define *coercion, undue influence.* What are the rights of parties to contracts which have been entered into in consequence of coercion or undue influence?

1. A institutes a criminal prosecution against B, and agrees to withdraw it, if B gives him a bond for 100 Rs., a sum actually due. B does so and the prosecution is withdrawn. Can B successfully resist a suit by A on the bond? Will it make any difference if the offence in respect of which the prosecution was instituted was compoundable or not?

2. A, a landlord, distrains the property of B, his tenant, for arrears of rent alleged to be due. He agrees to release the property if B will give him a bond for the amount of rent and B does so. Can B successfully resist the suit of A on the bond?

II. What are the rules of English Law in regard to penalty and liquidated damages? Does the Indian Contract Act make any, and if so what, difference? When a contract provides for the payment of a sum as penalty or of a sum as liquidated damages on breach of the contract, and the contract is broken, state to what relief the party complaining in each case is entitled.

A executes in favour of B a bond promising to pay him 1,000 Rs. with interest at 6 per cent. per annum three months after the date of the bond, and agrees that on failure he will pay him the amount with interest at an enhanced rate from the date of the bond. A fails to pay. To what sum will B be entitled? What difference, if any, will it make if the agreement had provided for payment of the enhanced rate of interest from the date of breach?

III. State fully the rules of law which govern the appropriation of payments.

When is a creditor bound to appropriate; and is he at liberty afterwards to alter it?

Can a creditor appropriate a payment to a debt which he cannot legally enforce the payment of, or to a debt that is barred by limitation?

IV. Explain the nature of a wagering contract.

Are all agreements in the nature of a wager void? If not, state clearly which are and which are not, and why.

1. A and B run a bicycle race. They each deposit 100 Rs. with C, and agree that the winner shall take the whole sum. A wins the race, but C refuses to give him any portion of the sum deposited. What remedy has A or B against C?

2. A and B enter their respective horses for a race and agree that the owner of the winning horse shall take the other. A's horse wins. Can this agreement be enforced?

3. A enters into a contract with B to sell to him one lac of Government 4 per cent. paper at 5 per cent. premium, delivery to be one month after date. On the day when delivery is due the parties meet and find the price had risen to 7 per cent. premium, and instead of delivering the paper A agrees to pay B the difference of the two rates. Discuss the validity of this agreement.

V. Explain the nature of a contract of guarantee. When is a surety discharged from his liability altogether or in regard to particular transactions? What rights has a surety against (1) the creditor, (2) the principal debtor, (3) his co-surety?

A, B, C as sureties for D enter into a bond in the sum of 1,000, 2,000 and 3,000 Rs. respectively guaranteeing D's faithful discharge of a responsible office. D is employed in the office and runs away with 1,500 Rs. What are the respective liabilities of A, B, C towards the creditor and as between themselves? Will it make any, and if so, what difference if A became insolvent?

VI. How may an agent's authority be created or determined, and in what cases has the principal no power to determine the agency? What are the duties of an agent to his principal? State the rules which determine the limits of his agency.

VII. How far, if at all, will a principal be liable to third parties for the unauthorized acts of his agent in entering into contracts generally; and in particular when in entering into contracts the agent is guilty of fraud or misrepresentation?

How far are sub-agents liable to the principal for their acts?

VIII. When an infant or a married woman is member of a partnership firm, discuss the rights and liabilities of the firm arising out of the acts of such infant or married woman and of the latter arising out of the acts of the other partners of the firm.

A, a minor 16 years old, is admitted a partner of a firm. On attaining his majority, what are his liabilities for the obligations of the firm incurred before and after he was admitted a partner? In what cases will he be not liable for such obligations? Note any difference in this respect between English Law and the Indian Contract Act.

IX. Explain the terms *noting*, *protest* and *protest for better surety*. What should be the contents of the protest, and when is protest compulsory?

X. What is acceptance for honour and how must it be made? What is the liability of the acceptor for honour; and what steps should be taken to enforce that liability?

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

TORTS.

I. Give two examples

1. of a tort arising out of a breach of a contract but yet independent of it, and

2. of a tort involving a breach of a contract but yet independent of it.

II. Discuss to what extent tenderness of age of infants is immaterial to their liability for torts.

III. 1. Explain the doctrine of contributory negligence.

2. In what circumstances, if at all, is the contributory negligence of a third party not a good defence?

3. In what circumstances, if at all, is the contributory negligence of the plaintiff not a good defence?

IV. Distinguish between 'malice in fact' and 'malice in law.'

V. State the exceptions, if any, to the rules

1. that a master is liable for the torts committed by his servants, and

2. that the employer is not liable for the negligence of an independent contractor.

VI. "Actio personalis moritur cum personâ." What exceptions to the rule are recognized by statutes in England and in India?

VII. What are the requisites of a valid ratification of tort?

VIII. 1. What should the plaintiff prove to succeed in an action for malicious prosecution?

2. State in what circumstances, if at all, an action will lie for the malicious prosecution of civil proceedings.

3. A maliciously induced B, a pauper, to sue C. B sued C and the suit was dismissed with costs, which however could not be recovered from B. State, with reasons, if C can sue A for damages.

IX. 1. Distinguish between the different kinds of damages generally recognized.

2. In what circumstances can prospective damages be awarded?

X. State the principles of law laid down in any two of the following cases:

(a) Vicars *v* Wilcocks

(b) Merryweather *v.* Nixan

(c) The six carpenters' case.

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

CRIMINAL LAW.

I. Give the Indian Penal Code's definitions of "valuable security," "voluntarily," "illegal," "legally bound to do," "kidnapping," "in good faith," "extortion," "criminal intimidation."

II. Define Defamation, and state the main differences between the provisions of the Indian Penal Code and the law of England on the subject.

III. When is culpable homicide Murder? How would you ex-

press clearly and briefly the difference between culpable homicide and murder?

IV. What offences, if any, have been committed in these instances, viz ·

1. A having been lawfully arrested and confined under the process of a Civil Court escapes.

2 A kidnaps B, a minor, from lawful guardianship and detains him in C's house. C knows that B has been kidnapped but makes no effort to procure his release.

3. A, a servant, entrusted by his employer with wages to be paid to his fellow servants appropriates it to his own use.

4 A by means of a forged certificate of character obtains an appointment in the service of Government.

V How is Perjury dealt with by the Indian Penal Code? Is the Indian Law on the subject or the English the wider? Explain your answer.

VI. Describe the Jurisdiction of the Indian High Courts in cases of offences committed on the high seas.

VII. Distinguish between forfeiture and escheat, and state briefly in what cases they are prescribed by the Indian Penal Code.

VIII. Define Forgery, and give instances in which a man's signature of his own name may amount to Forgery.

What was the proposition laid down in R. *v.* Martin?

IX. How does Larceny differ from Theft as defined in the Indian Penal Code?

Distinguish between extortion as defined in that code and robbery under English Law.

X. How would you distinguish "preparation" from "attempt"?

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

PROCEDURE, INCLUDING LIMITATION.

N.B.—Part I. and Part II. should be answered in separate books.

PART I.

I. Explain clearly the rule of *res judicata.*

II. 1. When may a defendant deliver interrogatories for the examination of the plaintiff?

2. On what grounds may a party refuse to answer an interrogatory?

3. How and within what time should interrogatories be answered?

III. Except by way of review of judgment or of amendment of decree, how and in what circumstances, if at all, can a decree be altered by the Court which passed it?

IV. 1. Before issuing its warrant for the execution of the decree, when is the Court bound to issue notice to the party against whom execution is applied for?

2. In what circumstances, if at all, can the Court issue warrant for the execution of the decree on the mere oral application of the decree-holder?

V. 1. Under what conditions can the next friend of a minor be permitted to retire at his own request?

2. What decrees of the original Court are expressly declared final by the Code of Civil Procedure?

3. What steps is it open to the Court to take, when a pauper plaintiff fails in the suit and the Court finds that the suit is frivolous?

VI. A right to sue for an hereditary office accrues to A, who at the time is a minor Six years after the accruer, A attains his majority. Within what period after attaining majority, should he institute the suit? Give reasons.

VII. When, if at all, is a foreign rule of limitation a good defence to a suit instituted in British India on a contract entered into in a foreign country?

PART II.

VIII. Define an European British subject. What Magistrates may enquire into or try a case against such subject? How should a Magistrate deal with an accused who claims to be dealt with as an European British subject: and if such a subject, and a Native be jointly accused, how may they be tried?

IX. Under what circumstances may a Magistrate direct the complainant to pay compensation to the accused, and how is such compensation to be recovered? Does an appeal lie against an order awarding such compensation?

X. Criticize the procedure described in the following instances:

1. A Revenue Court finding that a witness has given false evidence before it sends him for trial to a 2nd class Magistrate who tries and convicts him.

2. An accused is convicted and sentenced by a Bench of Magistrates, one of whom has not heard all the evidence.

3. A first class Magistrate orders a husband to pay maintenance to his wife from the date on which he abandoned her.

4. A Municipal Councillor tries as a member of a Bench cases prosecuted by the Council of which he is a member.

XI. State briefly the procedure prescribed by the Criminal Procedure Code in case of the accused being a lunatic.

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

THEORY AND LAW OF PROPERTY.

I. The statute of Quia Emptores was passed to put a stop to the practice of the subinfeudation of the fee simple.

Explain fully what is meant by "subinfeudation" and "fee simple."

II. "The Statute of Uses effected a revolution in conveyancing ... .It is the foundation of all modern conveyancing" "The Statute of Uses did not more than add three words to a conveyance."

Comment upon these statements.

III. Explain what is meant by estates upon condition, and give three illustrations of such estates.

IV. Can a decree be executed under any, and if so what, circumstances against property settled on a married English woman, without power of anticipation?

Answer this question with reference *either* to English *or* to Indian law.

V. Compare the positions of the author of a book and the inventor of a machine, who respectively wish to be protected against the unathorized sale by others of copies of the book and imitations of the machine.

VI. Explain—"Title by estoppel", "Administration with the will annexed", "Emblements", "Chattels real."

VII. State concisely the law as to the rights of property which a man may have in living animals.

VIII. Distinguish an easement from a license, and state in what manner an easement may be extinguished.

IX. What are the duties of an executor in respect of the property of his testator?

X. What was a widow's right to dower at Common Law before 1833, and how was it liable to be defeated?

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

EQUITY JURISPRUDENCE.

N.B.—Part I. and Part II. should be answered in separate books.

PART I.

I. Distinguish between a 'trust,' 'power,' and a 'trust-power,' and state what a Court will do, when their execution by the persons, in whose favour they are created, fails for any reason whatever.

II. Explain the doctrine of Cypres, and its limitations, and quote the leading case on the subject.

In what respects are charitable and private trusts treated alike, and in what respects are the former treated with disfavour?

III. A made a will directing that his house and farm should go to his eldest son, his shares in a Railway Company to trustees, with directions to purchase lands for the benefit of his daughters, C and D, and the residue of his real and personal property to be converted into money and divided among all his sons. Subsequent

to the date of the will, he mortgaged his house with power of sale, which power was exercised after his death, and there was surplus money after discharging his debt. The farm was required for a public purpose and notice was served upon A about it, and the value thereof was fixed by verdict of Court after A's death. D and two of the residuary legatees died before the testator, and B and C after the testator but before the mortgagee exercised his power of sale, all intestate. The trustees to the will did not carry out any of the provisions of the will.

How will the several properties descend under English Law and in what character?

IV. What are the essential features of a Donatio Mortis Causa? Show how far they resemble, and how far they differ from a gift *inter vivos* and a legacy.

V. 1. What is the chief distinction between satisfaction and performance?

2. State the chief points of difference, with reasons therefor, in the application of the doctrine of satisfaction to cases of "debts by legacies," and "portions by legacies," when the will is before, and when it is after the settlement or debt.

PART II.

VI. Explain the English rules as to (1) the merger of securities and (2) the tacking of securities, and state how far they are applicable in this Presidency.

VII. Will equity ever, and if so under what circumstances, give relief against a mistake of law?

VIII. It is said that the Court will refuse a decree for specific performance (1) when the plaintiff has not "clean hands," and (2) when there is great hardship in the contract. Explain and illustrate these rules.

IX. Define a charge, and distinguish it from a simple mortgage. Give three illustrations of equitable liens, and consider whether or not each comes under your definition of a charge.

X. State the main rules of English equity as to the expenditure of an infant's property for his maintenance and advancement.

XI. When will the Court decree specific performance of a contract (otherwise proper to be specifically enforced) which contains a provision for the payment of an amount certain in case of its breach?

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

HINDU AND MUHAMMADAN LAW.

N.B.—Answers to Part I. and Part II. must be written in separate books.

PART I.

I. Mention some works on the Hindu Law which are reckoned

as authorities in Southern and Western India, Mithila and Cashmere; and note down the names of the authors.

How can we determine by what school of Hindu Law any particular family is governed?

II Explain the origin of the following kinds of sons, and the *status* they enjoyed in former times:

Puthrikaputhra—Kanina—and Krithrima.

Has the *status* of the offspring of a Gandharva marriage been determined by any of our High Courts? If so, how?

III. Explain the term *Nirindriya*. What is the status of a disqualified heir in an undivided family of which he is a member?

What are the rights of his widow or his adopted son in the ancestral property of the family and in his self-acquisitions?

IV. What are the essential conditions of a valid gift according to the Hindu Law and Muhammadan Law?

A, a Hindu subject to the Mitakshara Law, died leaving a widow B, and two brothers C and D, but no issue. In his life-time he had transferred to B a portion of his real estate. C and D died. B made a gift of the estate to her agent for his faithful services. E, the son of C, as the heir of his uncle A sues to set aside the gift to the agent. Can he succeed in the suit? If the estate were the self-acquired property of A, or if the family were governed by the Dayabhaga Law, would it make any difference?

V. Explain the meaning of the term *Dasiputhra*. Under what circumstances is an illegitimate son entitled to a share in his father's property?

To what share, if any, is he entitled when his father dies leaving no legitimate sons, but only daughters or daughter's sons?

In your answer cite the views stated in the Mitakshara, Dayabhaga, and Dattaka Chandrika.

VI. Mention the females who can inherit according to the Benares and Bombay schools of Hindu Law.

Does the term *mother* always include a *step-mother?*

Mention the heirs to the property of a maiden.

PART II.

VII. Discuss the validity of the following adoptions:

1. The adoption by a minor.
2. The adoption of an orphan.
3. The adoption by a Hindu while his wife was pregnant.
4. The adoption of A by the widow while her husband had authorized her to adopt B.
5. The adoption by the widow of another boy, after the death of the first adopted son whose adoption the husband had authorized.
6. The adoption of a boy by the mother of A with the consent of his Sapindas, the widow of A who had been authorized by her husband to adopt a son having refused to do so.

What rights, if any, does the adopted son in the last case acquire?

VIII. Name the several persons who under Hindu Law are entitled to maintenance, and explain in what cases and on what grounds such claims for maintenance may successfully be resisted.

IX. Discuss fully by reference to decided cases the power of a Hindu co-parcener to alienate his undivided share in the joint family property. What rights does the alienee acquire and how may he enforce them?

X Define Shoofaa. State by whom and with reference to what property this claim may be made. What pre-requisites are necessary to make this claim valid, and within what time must it be enforced?

XI. What are the requisites of a valid marriage according to Muhammadan Law? Enumerate the several persons whom a Muhammadan is prohibited from marrying.

XII. A, a Muhammadan, died leaving a son, a daughter, three widows, a father, and a mother. He left 15,000 Rs. and made a will giving a legacy of 4,000 Rs. to his son and of 5,000 Rs. to a stranger. What will be the share of each on partition?

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

GENERAL JURISPRUDENCE.

I. Explain:

1. Conventional Laws, Ordained Unwritten Laws, and Autonomical Laws.

2. Statuta Personalia, Statuta Realia, and Statuta Mixta.

II. 1. What, according to Thibaut, is the effect of a law which is declared to be retrospective in its nature, upon a transaction which has been brought to a close by agreement, or upon an action in which an appeal from a former judgment is pending?

2. To what extent can a new law repeal by implication an old one? How do you construe the former when it is of doubtful meaning?

III. How do you prove the existence of a custom?

Does a custom derive any legal force from the fact of its having been observed for a long period of time?

Can judicial notice be taken of any custom? Give reasons for your answer.

The Madras High Court has decided in Narasammal *vs.* Balarama Charlu that "no custom how long soever continued, which has never been judicially recognized can be permitted to prevail against distinct authority."

Criticize this decision, and quote the views of Thibaut and Austin.

IV. According to Thibaut, when do the consequences of delay

(Mora) ensue with reference to performance of duties, and when do they cease?

What are the consequences of delay according to the English Law?

V. Explain what you mean by Authentic, Restrictive, and Declaratory interpretation, and state the circumstances under which each of these modes of interpretation is resorted to. What are *Unilateral* and *Bilateral* instruments? How are they to be interpreted?

Under the English Law, how do the rules relating to the construction of Statutes differ from those relating to Private Instruments?

VI. Distinguish between Actio and Interdictum; and Pleas *in rem* and Pleas *in personam*.

What are the provisions of the English Law regarding concurrence of actions? How does Savigny treat of the subject?

VII. What is the legal effect (1) of several rights meeting in one and the same person; and (2) of several rights being vested in several persons, which have one and the same subject, and which are exclusive in their nature?

What are the principles of the English Law regarding the collision of rights?

VIII. How does a *condition* differ from a *modus*? Does the English Law maintain this difference?

What, according to Thibaut, are the effects of *impossible* conditions? Illustrate your answer.

IX Distinguish between active solidarity and passive solidarity How do rights and duties *in solidum* arise?

What are the effects of passive solidarity?

X. How does *Culpa* differ from *Dolus*?

Explain and illustrate the following proposition

"There are as many degrees of *culpa* as there are of care, and in proportion as the latter is great, is the former small."

M. L. DEGREE EXAMINATION, 1894.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

JURISPRUDENCE.

I. Distinguish between *Positive Law* and *Positive Morality*.

What according to Blackstone is the distinction between *laws* and *particular commands*? State briefly Austin's criticism hereon. Are there any laws which are not imperative?

II. 1 What do you mean by the term *sanction*? How does

Bentham define it? What does Bentham mean by vicarious punishments?

2. Explain how the end of *civil* and *criminal* sanctions may be the same.

3. How do Blackstone and Austin distinguish between civil injuries and crimes?

III. 1. Explain the principle that intention or inadvertence is of the essence of an injury.

2. How does Austin criticize the Common Law rule that an action is itself a demand? Does he uphold the rule in any case? How does the Roman Law differ?

IV. 1. What are the main divisions of the Law of Things as stated by Austin? Why does Austin object to Bentham's division of the Law into Substantive Law and Adjective Law? How does Bentham circumscribe the sphere of the Adjective Law?

2. Mention some instances in which primary rights and duties are *adjective* or *instrumental*.

V. 1. What are *absolute rights*? How does Blackstone treat of them? What place do they occupy in the Roman Law?

2 Explain Austin's classification of primary rights; and mention instances of *universitates juris*.

VI. How does Austin classify Rights *in rem*? Mention instances

1. In which a person merely forms the subject of a real or personal right, and occupies a position analagous to that of a *thing*; and

2. In which Rights *in rem* have no determinate subjects.

VII. 1. Explain the different meanings of the terms Thing and Property according to Austin.

2. How do you show that property is susceptible of various *modes*? Can a right of servitude co-exist with *any mode* of property?

3. Give examples of *urban* and rustic servitudes, and of certain modes of property which are improperly styled servitudes.

VIII. What do you mean by the term *title*? Does it denote what *titulus* signifies in the Roman Law? In what sense does Blackstone use it? Mention four of the principal *titles* enumerated by Austin.

IX. What importance does Bentham attach to the influence of *alarm* in his treatment of offences?

Mention the circumstances which enhance or diminish the degree of *alarm*.

X. What are the reasons on which the necessity of *satisfaction* is based? What does Bentham mean by Attestatory satisfaction; and are there any cases in which satisfaction ought to be a public charge?

XI. What are the disadvantages of Judicial Legislation?

To what extent is the codification of Judiciary Law useful? Examine Savigny's objections to codification.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

HINDU LAW.

I. State in general terms the extent to which the doctrines of the following text-writers agree with and differ from each other, and mention the provinces where they are recognized as authority:

Yagnyavalkya, Vignaneswara, Jimuthavahana, Neelacanta, Vachaspathi Misra, and Mitra Misra.

II. Mention the peculiar features of the *Krithrima* and *Krithaka* forms of adoption. Do you find any traces of such adoption in the Roman Law?

What are the rights, (1) of an adopted son on partition with his collaterals; and (2) of a son-in-law affiliated in the *Illatom* form when there is a natural-born son?

A Hindu made his will devising certain ancestral property to his wife, and on the following day he registered it and took A in adoption. The testator died shortly afterwards. Is the adopted son entitled to recover the property from the persons who claim under a gift from the wife?

If the adopted son's natural father was aware of the dispositions contained in the will prior to the adoption, will it make any difference?

III. Mention the circumstances which tended to arrest the growth and progress of the Hindu Law. How do you account for the existence of usages directly at variance with the ancient Hindu Law, in some parts of India more than in others?

IV. 1. Under what circumstances can a Hindu girl become a party to her own matrimonial contract?

2. Why according to the Shastras is marriage more imperatively necessary for a female than for a male?

3. Under what circumstances is a marriage void *ab initio?* What is the position of the woman whose marriage is so void?

4. Does the Hindu Law sanction a divorce?

V. What is the opinion of the Smrithi Chandrika regarding the nature of the property held by re-united members, and the order of succession among them?

If a man dies leaving an associated half-brother, and an uterine sister, who will succeed to the property according to the Mitakshara Law?

A died leaving six sons,—three by his first wife, viz. B, C, and D, and the other three sons by his second wife, viz., E, F, and G. The six brothers divided in 1872. H, a son of B, was adopted by D. D and G re-united after the division. D died during the minority of H; and G managed their joint property until his death in 1880. H, C, E and F claim the property. Discuss their relative claims.

VI. 1. The change of the Gotra of a girl brought about by

marriage effects a change of the guardianship. Has this incident of marriage its counterpart in the Roman Law?

2. What do you mean by *Adhivedana* or supercession? State the circumstances which justify it according to the Hindu law.

VII. What constitutes legitimacy under the Hindu law? How do the Roman Law and the Mahomedan Law differ from it?

What law will govern (1) the illegitimate issue of a European by a Hindu woman, and (2) Hindu converts to Mahomedanism?

VIII. Write down in the order of precedence the following Bandhus: Maternal aunt's son, grand uncle's daughter's son, father's maternal uncle's son, and sister's son

IX. 1. What do the Smrithi Chandrika and the Vysavahara Mayu cha include under the term *Sridhana?*

2. Explain *Prithidatta*, *Anvadheya*, and *Adhyavahanika*, and mention the points of difference in their devolution.

3. A made a gift of his lands to B his daughter. B died, upon which the property passed to her daughter C. C also died leaving D, a widowed and issueless daughter. D wanted to take possession of the property, but was opposed by B's brother's son. Who is the preferable heir?

X. B, a Hindu, died leaving him surviving L, his undivided son, born deaf and dumb, and P, his (B's) brother's son. L being disqualified from inheriting, P at B's death succeeded to the entire family estate. L subsequently married and had a son A, who sued to recover his half share in a certain village, part of B's family property.

Decide the case according to the Law obtaining in Western India. Will it make any difference if you apply the Law prevailing in Bengal, or in Southern India? Support your answer by citing decided cases.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF TRUSTS AND TRUSTEES.

I. Distinguish between a Bailment under the Indian Contract Act and a Trust under the Indian Trusts Act.

II. Explain:

"The parents of the trust were Fraud and Fear, and a Court of Conscience was the Nurse."

III Briefly examine the validity of the following under the English Law:

1. A executes a voluntary settlement which is duly sealed and delivered at the time but A keeps it in his possession and never parts with it.

2 Settlement of property upon trusts for illegitimate children of the settler to be thereafter born.

3. Trust with a proviso that the interest of the *cestui que trust* shall not be made subject to the claims of creditors.

4. Settlement of property upon A for life provided that on alienation, bankruptcy or insolvency, it shall shift over to B.

5. Settlement of property upon trust to apply part thereof for an unlawful purpose and the residue for a lawful purpose.

IV. 1. Is an agent employed by a trustee ever accountable to a *cestui que trust?*

2. If a person be nominated a trustee in a Will and get a benefit under it, can he claim the benefit disclaiming the onus of the trust?

3. Can an executor who is also a legatee renounce probate and yet claim the legacy?

4. Can a trustee, after the renunciation of the trust, act as agent to the trust?

5. Can an executor of an executor renounce probate of the will of the original testator and prove the will of the immediate testator?

(The questions above should be answered under the English Law.)

V. 1. What, in general, is the effect of a disclaimer by a trustee when there is a co-trustee?

2. Can the continuing trustee exercise his office without the appointment of a new trustee?

3. Supposing, before the disclaimer was executed by the trustee renouncing the trust, certain acts had been done by the continuing trustee independently of his co-trustee, will whose acts be rendered valid by the subsequent disclaimer?

VI. 1. A is named as Executor and Trustee but he renounces probate and disclaims the trust. B takes, out Letters of Administration with the will annexed. Does he become the trustee of the will?

2. A by will devises to B, C and D upon trust and nominates them his trustees and executors. A then by Codicil revokes the appointment of C as executor and substitutes E as executor in his place. How is the trusteeship affected, if at all?

VII. 1. Discuss whether a trust estate passes inclusively in a general devise.

2. Certain property is vested in A, upon trust that A, his heirs, executors, administrators and assigns shall hold upon the trust. Can the devisee of A take the estate or execute the trust under the English Law?

VIII. 1. State in what circumstances, if at all, a release under seal, in full of all claims, given to a trustee by a *cestui que trust* be opened by the latter.

2. A pecuniary legatee on payment of part of his legacy executes a release of the executors and the estate of the testator, on the footing of the estate being insufficient for payment of the

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legacies in full. Supposing by reason of additional funds falling in the estate becomes sufficient to make a further payment to the legatees, will the release enure for the benefit of the residuary legatee?

IX 1. State the limitations to the rule that a trustee for sale is absolutely and entirely disabled from purchasing the trust property.

2 Briefly state, and criticise Lord Rosslyn's doctrine on the subject.

3. Can a trustee for sale buy as agent for a third person? Give reasons for your answer.

X 1. A testator directed his trustees to apply 1,000£ in releasing his son from his liabilities. Supposing the debts of the son contracted till the date of the will amounted to 700£, those contracted after the date of the will and till the death of the testator amounted 200£, and those contracted after the death of the testator amounted to 200£, how is the 1,000£ to be applied?

2 A testator creates a trust for the payment of his debts. Will it include (*a*) debts barred before the execution of the will, and (*b*) debts not barred before the execution of the will, but barred at the death of the testator?

3. A testator creates a trust for payment of the debts of another person deceased Will it include (*a*) debts barred during the lifetime of the debtor, (*b*) debts not barred during the lifetime of the debtor but barred before the execution of the will, and (*c*) debts not barred at the execution of the will but barred at the death of the testator?

XI Determine the extent of the rule in England, "The statute of limitations does not bar a trust."

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

LAW OF PROPERTY.

I. A and B, joint owners of certain land in India, make a partition by metes and bounds, whereby A acquires field X and B acquires field Y.

What easements or other analogous rights has B over field X? Do any, and if so, which of them revive, if B after conveying field Y to A subsequently acquires it again?

II. In 1888 A and B jointly mortgaged certain land in Madras to X; in 1889 A mortgaged part of it to Y and part to Z, and then B mortgaged part of it again to X. The mortgages were all simple mortgages, and the amount of each exceeded Rs. 1,000. In 1890 A and B sold the whole land to X and paid off his mortgages out of the purchase money. Y now sues A, B and X on his mortgage of 1881 seeking a decree for sale.

Discuss fully the rights of X and Y.

III. A testator, having an Anglo-Indian domicil, bequeathed Rs. 30,000 "to go to my grand-children X, Y, and Z equally."

Z predeceased the testator, leaving no will. On the death of the testator, Z's next of kin claimed to take a third of the above legacy.

Discuss this claim, quoting any cases you can which bear on the questions that arise.

IV. A testator having an English domicil died in Madras, leaving landed property in England and landed and other property in India. By his will he left his land in England to the Mayor and Corporation of Northampton as a site for a public picture gallery; part of his Indian property was left to the Municipal Commissioners of Madras for a similar purpose. The rest of his moveable and immoveable property he left to his eldest son for life and then to his younger son for life and then to any child or equally among the children, if more than one, of his eldest son who might attain the age of twenty-five years, "to go afterwards to his or their heirs."

Discuss shortly the validity of the various provisions of this will.

V. State and compare the various titles under which a plaintiff can obtain a decree for a sum due to the estate of a deceased person in India.

VI. How far does the position of lessees under the Transfer of Property Act resemble and differ from that of tenants for life in respect of their rights and liabilities as regards the lands respectively held by them as such?

VII. Under what circumstances is a vendee of an interest in immoveable property protected against prior claims, of which he had no knowledge at the time of his purchase? Answer this question with reference (1) to English law and (2) to the law in force in this Presidency.

VIII. Summarise concisely the most important effects of the legislation of the present reign on the law of transfer of land by way of sale *or* mortgage in England.

IX. Does the rule in Elwes *v.* Mawe apply to any, and if so, what extent, in cases of buildings and fixtures erected by lessees of land in this presidency?

X. State and explain the points decided in any three of the following cases: Give short notes on the Indian law on the subjects to which they relate, noting any divergence from English law:

Ashburner *v.* Macquire; Ryall *v.* Rowles;
Marsh *v.* Lee; Russel *v.* Russel
Warmstrey *v.* Tanfield.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

CONTRACTS, INCLUDING NEGOTIABLE INSTRUMENTS AND TORTS.

I. A agrees to sell and B agrees to buy 6,000 tons of coal deliverable in 6 monthly instalments of 1,000 tons each.

Discuss the rights and liabilities of A and B with reference to decided cases, (1) if A makes a default in delivering the 2nd instalment, (2) if B makes default in taking delivery of the 2nd instalment.

What will be the measure of damages which B or A may recover in either case?

II. In the absence of a contract to the contrary define the limits of the duties and obligations of

1. Auctioneers.
2. Factors.
3. Brokers.
4. Ship's husband.

III. Is a principal entitled to recover any, and if so what, damages from his agent in the following cases? Support your answer by reference to authorities.

1. A, a principal, directed his agent B to deliver goods to a purchaser C on payment by him of the price of the goods. B delivers the goods without receiving the price.

2 A, a principal, directs his agent B to export opium in chests (an article forbidden for private trade) labelled gum arabic and to insure it as such. B ships the goods but fails to insure them, and the goods are lost.

3. A, a principal, directed his agent B to present a bill for acceptance which he failed to do. The bill was however paid by other parties liable on it.

IV. State in what class or classes of cases will a Court of Equity refuse to interfere in matters of dispute among partners, and the principles which guide the Courts in so refusing to interfere.

V. X and Y are two firms trading in oils of all kinds, and A is a partner of both firms. He bought on his own account a quantity of cocoanut oil when the market was low. He offered this oil to X but they declined to buy it. A kept it for some months when the price of the oil rose considerably. He did not again offer the oil to X, but offered it to Y, concealing the fact that he was the owner. Y brought it at the then market rate by which A made a profit of 1,000 Rs, but instead of paying the price in cash they gave him castor oil of that value in exchange. A, without offering this oil to X, sold it to a third party, making a profit of 500 Rs. by this sale. X and Y sue A separately to recover the whole of the profit made by A on the two sales. What amount, if any, are they entitled to recover?

VI. Where damage naturally arises upon an act, examine fully to what extent and in what class or classes of cases, the defence of due care and caution will or will not avail, and state whether any and what other defence can successfully be pleaded. Support your answer by reference to leading cases.

VII. What is meant by contributory negligence? Explain the principles by which to determine whether a plaintiff is or is not entitled to recover damages in cases of contributory negligence.

A takes a drive in his own carriage with his infant son B in his arms, taking his seat beside the driver who drives furiously M and N, two boys 10 and 12 years old, are being driven in a hired coach of X. M fires a toy revolver, at the report of which the horse bolts and the driver, in consequence of his being drunk, was unable to control the horse. A's carriage and B's carriage meet at a crossing where neither driver is able to prevent a collision by which A, B, M, and N are injured. A and B sue X, and M and N sue A.

Is there any contributory negligence, and if so on whose part?

Consider the liability of the defendants in each case.

VIII A gives a certificate of character of honesty to B, who had been his servant only for a few days, not having had any opportunity of forming any opinion as to B's honesty nor having any reason to believe that B was dishonest. Two days after, he found out that B was dishonest, but did not take any steps to recall the certificate. C employs B in a position of trust on the strength of the certificate, and B runs away with C's money. Has C any remedy against A? Support your answer by reference to decided cases.

IX. A commences to build a house, retains a portion of the work to be done by himself, and assigns the remainder to B, a contractor, who in his turn assigns a portion to a sub-contractor A, B, and C employ each his own workmen and are present working with them. In executing their respective parts of the work it was necessary that they and their workmen should all be near each other. Owing to A's own negligence he was about to fall from the scaffolding, seeing which D, a stranger, rushed to rescue him, but owing to his negligence as well as to A's negligence the scaffolding fell, which might have been prevented by G, one of B's servants, but he through negligence did not. By this fall E, a servant of A, and F, a servant of C, are injured They each sue A, B and D. Discuss the liabilities of each of the defendants.

X. What consequences follow if a cheque is not presented within a reasonable time? State the rules by which to determine whether a cheque is presented within a reasonable time or not. What was the law on this subject prior to the passing of the Bills of Exchange Act of 1882?

XI. What are the provisions under the Bills of Exchange Act for determining the measure of damages where a bill is dishonored? Compare them with the corresponding provisions in the Indian Negotiable Instruments Act.

XII. What were the points decided in

1. Cumber *v.* Wane.
2. Lampleigh *v* Brathwaite.
3. Birkmyr *v* Darnell.
4. Wain *v.* Walters?

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

MERCANTILE AND MARITIME LAW.

I. 1. What briefly are the chief sources of the *lex mercatoria?*

2. Examine the view that the *lex mercatoria* is a form of Private International Law.

II Explain what is meant by the following:

1. The ship.
2 The Running down clause.
3. The London Floating Conditions.
4. Articles *ancipitus usûs.*
5. The cesser clause.
6 A constructive total loss.
7. Dead freight.
8. The goodwill of a business.

III. 1. Briefly discuss the liability of the charterer to pay demurrage when he is unable to take delivery of the goods owing to the delay of other consignees.

2. In the case of a chartered vessel, with whom is the contract contained in the bill of lading, the charterer or the shipowner?

3. A master signs bills of lading for goods which have never been shipped. Can an innocent indorsee for value make the owner liable?

4. Supposing in (3) goods were shipped but not of the quality stated in the bills of lading, would the fact affect your answer?

IV. 1. What are the essential conditions of a General average act?

State and criticise Mr. Benecke's view on the point.

2. Is there a lien for general average when due by the cargo? Have the owners of the cargo a lien for it on the ship?

V. 1. When, how and by whom was the contract of Marine insurance first introduced into England?

2. What is meant by *an insurable interest?* Name the leading case on the point.

3. Can an owner insure, under the term 'freight,' the benefit he will derive from carrying his own goods in his own vessel?

4. Can loans on Bottomry and Respondentia be the subjects of insurance?

What is the view taken by the French writers on the point?

5. Does the vendee, after the stoppage of the goods *in transitu*, retain an insurable interest?

VI. 1 State the qualifications, if any, to the rule that in marine insurance, the assured, in case of a loss against which the insurance is made, shall be fully indemnified, but shall never be more than fully indemnified.

2. A who had insured a cargo by a vessel "lost or not lost," for a certain voyage, re-insured the same cargo with B for the same

risk. Before the re-insurance was effected the vessel had arrived safe—a fact not known to A or B.

Discuss whether the policy has attached or not and whether B is entitled to the premium on the re insurance.

VII. "*In jure causa proxima non remota spectatur.*"

1. To what extent, if at all, is it true that there is a difference as to this maxim between cases of bills of lading and those of policies of insurance? Name the leading case on the point.

2. Briefly discuss the applicability of the maxim to cases of maritime insurance where there are two causes both contributing to the loss, but unequally.

VIII. Define the scope and extent of

1. The Broker's lien on a marine policy,

2. The maritime lien on the ship doing damage to another ship.

IX. 1. Criticise

"An average loss opens the policy."

2. What is a Continuing Policy? What is the true measure of the insurable interest in such a policy?

X. State the principles laid down in any two of the following cases:

1. Birkley and others *vs.* Presgrave.
2. Woolridge *vs.* Boydell.
3. Wiseman *vs.* Vandeputt.

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

CONSTITUTIONAL HISTORY OF ENGLAND.

I. Distinguish between legal and political sovereignty, and define the scope of Parliamentary sovereignty, illustrating the same by historical instances.

II. State and discuss the different theories, as to the original principle of the elective franchise in the ancient boroughs of England.

State briefly the changes effected in county and borough franchise by the Reform Act of 1832, and explain its effect on the position and functions of the House of Lords.

III. How did the Tudor Sovereigns deal with the limitations of the prerogative in the matter of taxation and legislation?

Support your answer by reference to some of the leading incidents of the period.

IV. "The Revolution was the triumph of liberal and constitutional principles."—*Hallam.*

Amplify and illustrate the above statement.

Give the leading case in which the principles of the Revolution were judicially affirmed.

V. Give the privileges individually and collectively of members

of the House of Commons, with the cases which they were established.

VI. How far is the right to Habeas Corpus regulated by Statute and Common Law respectively?

VII. Define and explain clearly "Conventions of the Constitution" as distinguished from "Laws of the Constitution," illustrating your answer by examples.

What are the sanctions for the enforcement of the Conventions? Explain and illustrate your answer by an example.

VIII. Define the extent of Parliamentary control over the Executive and the means by which such control is maintained.

IX. Give the general rules applicable to the introduction and passing of money-bills.

X. Distinguish between the Cabinet and the Privy Council in point of their constitution and functions.

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

PUBLIC INTERNATIONAL LAW.

I. State A invades the rights under the International Law of State B. To what extent and in what circumstances can a third State interfere to repress such violation?

II. 1. What is the true ground of recognition of the belligerent character of insurgent subjects? Comment on the withdrawal of such recognition.

2 When a new State splits off from one already existing, what is the relation of the new State to the contract rights and obligations of the parent State?

III. 1. State the limitations to the immunities of a vessel of war in foreign waters. Illustrate your answer by examples.

2. One of the crew on board a vessel of war shoots a person outside the vessel. How should redress be obtained?

3 A captain of a foreign ship of war causes a collision between his vessel and a merchant vessel in the port. Can proceedings in the form of a suit be taken against the captain or his superiors in the Civil tribunals? Give reasons.

IV Briefly state

1. What treaties are annulled by war.

2. What treaties are suspended by war.

3. What treaties remain in force during the continuance of war

4. What treaties revive at the conclusion of war without any express stipulation.

V. 1. State the limitations upon the operation of postliminium in the case of occupied territory.

2. What is the effect of expulsion of an invader by a Power not in alliance with the occupied State?

VI. In what cases is devastation
1. always permitted,
2. always forbidden,
3. permitted under certain circumstances?

VII. What are the effects of a treaty of peace with reference to
1. acts done before the commencement of war,
2. acts done during the war,
3. acts of war done subsequent to the conclusion of peace, but in ignorance of it?

VIII. 1. Examine the legality of the following acts done by a neutral State:
(*a*) furnishing troops to a belligerent under a treaty,
(*b*) permitting its subjects to advance loans to a belligerent State,
(*c*) permitting a belligerent force to pass through its territory,
(*d*) carrying the despatches of an ambassador of the enemy resident in the neutral country.

2. A person is a merchant in two countries, one of which is neutral and the other belligerent. Is he to be deemed neutral or belligerent?

3. A neutral owns landed property in a belligerent territory. Can the produce of such property be seized, supposing the circumstances were such as would justify the seizure of enemy's property?

IX. Distinguish between Booty and Prize.

What distinction is there between them as regards the mode in which the captor acquires a title to the captured property?

X. 1. Give an account of the case of the Silesian loan.

2. What questions of international law arose out of the case of Martin Koszta?

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PRIVATE INTERNATIONAL LAW.

I. What were the Roman acceptations of the terms '*Origo*' and *lex loci contractus*, and what are their modern equivalents? What do these terms signify under Modern English and Continental law?

What is the criterion of Personal law according to English and Continental authorities, and how do you account for the difference, if any?

II. 1. What is the power of a guardian, appointed by a foreign jurisdiction, (*a*) over the person of a minor resident in England, (*b*) over the moveable and immoveable property of a minor in England?

2. Under what restrictions will the English lunacy laws be applied to a person found lunatic by a foreign tribunal?

III. What are the conditions essential to the validity of a marriage, celebrated in a country foreign to the domicil of both parties to the contract?

State and discuss the different theories propounded as to the law applicable to the property of such parties when they change their domicil during the marriage.

IV. A native Christian trader with a British Indian domicil dies at Paris, intestate, leaving a house, plate and furniture, and his deed box containing all his promissory notes, bonds and other valuable papers in Bombay and also immoveable property in England. He is also entitled to some Railway shares in an English Company and debts due on promissory notes from people in London, and debts due on bonds from people in Paris. He leaves also a ship with cargo which was at the time of his death on the high seas on her voyage from Bombay to Brindisi, and was subsequently wrecked on the Italian coast.

1. What procedure would you adopt for the due administration of all the property.

(*a*) for the benefit of his creditors,

(*b*) for the distribution of the surplus among his widow and children, and how will the surplus of the several properties be divided?

(*N.B.*)—His creditors are not resident or domiciled in the places mentioned above, nor were the debts contracted in those places. The rules of priority also differ in the various jurisdictions.

V. A person is adjudicated an insolvent in Madras. He owns both moveable and immoveable properties in a Dutch Settlement in the East Indies. A, B and C are three creditors of the insolvent, of whom A is subject and the others not subject to the jurisdiction of British Courts. Subsequent to the commencement of insolvent proceedings in Madras A and B obtain judgments in the Dutch Court and recover partial payment of their debts by attachment and sale of the moveables and immoveables. C obtains partial satisfaction by payment by a debtor of the insolvent in the Dutch Settlement, at his direction. All three afterwards claim dividend from the assignee *pari passu* with the other creditors on the residue of their debts.

How would you dispose of their claims, and for what reasons?

What are the rights, if any, of the assignee over the amounts already recovered by A, B and C?

VI. What is the appropriate *forum* in cases of damages for torts, and to what extent, if any, do English Courts exercise jurisdiction against foreigners in cases of torts committed abroad?

State whether in the following cases the plaintiff is entitled to damages. Give reasons for your answer:

1. A British ship by negligent sailing damaged a pier on the Spanish Coast. Under the Spanish law, the liability attached to the master and mariners, but not to the ship and her owners.

Suit was brought in England by the owners of the pier against the ship and her owners who are liable under English law.

2. Suppose a collision in foreign waters, where there was compulsory pilotage, owing to the negligence of the pilot. According to English law compulsory pilotage exempts the owner of the ship from liability. But according to the law of the country, in whose territorial waters the collision took place, as well as the law of the flag of the delinquent ship, there is no such exemption in favour of owners. (The suit contemplated in this question is one brought in England by the owner of the injured vessel against the owner of the colliding ship.)

3. State the extent of the liability of the defendant in cases of collision at sea by the negligence of the defendant.

(*a*) Supposing the law of the defendant's flag limit the liability of the owner to the value of the ship and freight while the law of the plaintiff's flag did not.

(*b*) Supposing the law of the plaintiff's flag limit the liability of the owner to the value of the ship and freight while the law of the defendant's flag did not.

VII. 1. Does the *lex fori* ever compete with the *lex loci contractus* when the 'obligation of the contract' is in question? If so, under what circumstances?

2. What law governs the question as to 'days of grace'?

3. The drawer and the indorser of a Bill of Exchange set up in a Court of justice, foreign to all the parties to the Bill, a plea of set off to which the acceptor is entitled under the *Lex loci solutionis*. In what circumstances, if at all, can the plea hold good?

VIII. 1. What are the powers of a guardian to change the domicil of his or her ward?

2. Determine the domicil of the person in the following cases:

(*a*) A person, intending to change his domicil of origin to a new domicil, dies *in itenere*.

(*b*) He dies as above, intending to change one domicil of choice to another.

(*c*) A minor, born out of wedlock, subsequently legitimated.

IX. What conditions must be satisfied in order that a foreign sentence of divorce may be recognized as valid in England?

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

ROMAN LAW.

I. Sketch shortly the advance of the plebeians to power under the republic.

II. Give a short account of (1) jus honorarium, (2) responsa prudentum.

III. Sketch shortly the history of Roman Law as to the effect of the lapse of time in regard to (1) the acquisition of rights, (2) the extinguishment of remedies.

IV Trace the successive changes in the Roman Law regarding (1) the formalities of testation, (2) the forms of bequest.

V. Explain: heres necessarius, heres suus et necessarius, heres extraneus, pointing out any distinctions between the rights of "heirs" of these three classes respectively.

VI. Define and explain furtum. Distinguish between actio furti and condictio furti.

VII. The action damni injuriæ is established by the "Lex Acquilia" To what species of injuries did this law originally apply, and how was its operation extended?

VIII. Compare the liability of a master for the acts of his slaves under Roman Law with the liability of a master for the acts of his servants under English Law.

IX. "Exceptions are either perpetual and peremptory or temporary and dilatory." Explain and illustrate these terms.

X. Explain fully the following terms: (1) actio sacramenti, (2) confarreatio, (3) adoptio minus plena, (4) jus post liminii.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

EVIDENCE AND CRIMINAL LAW.

I. Trace the history of the Indian Penal Code. What was the Criminal Law for which it was substituted?

II. What is an Act of State? State the principle laid down in the action brought by the Governor of Ryeqhor. To establish the plea that an act is an Act of State, what facts must be proved? Illustrate your answer.

III. Define "principal in the first degree," "principal in the second degree," "accessory before the fact," "accessory after the fact;" and explain how each is dealt with by the Indian Penal Code.

IV. 1. What is murder according to English law, and how does it differ from murder as defined in the Indian Penal Code?

When, according to that Code, is culpable homicide *not* murder?

2. A and B are the principals in a duel, C and D the seconds. A and B fire at one another and A breaks B's arm. What offences, if any, have A, B, C and D committed?

V. What offences are committed in the following instances?

1. A seduces B, a married woman, whom he meets travelling alone.

2. A writes and posts a postcard to B, telling him that he will procure his excommunication for disgraceful conduct.

3. A intending to kill B waits for him in ambush, and by mistake kills C, with whom he had no quarrel.

4. A, a village postman, is caught in the act of concealing on his person a registered letter taken from his letter bag.

5. A enters the house of B in order to have sexual intercourse with C, B's widowed sister.

VI. Distinguish between relevancy and proof.

VII. State the law, both English and Indian, on the subject of the privilege of professional and confidential communications made by a client to his legal adviser.

VIII. There is a strong and marked difference as to the effect of evidence in Civil and Criminal proceedings. Explain this statement and illustrate your explanation.

IX. What was the rule laid down in Slattery *v.* Pooley, and how far is it upheld by the Indian Evidence Act ?

X. Distinguish between the English law and the provisions of the Indian Penal Code on the subject of dying declarations.

XI. State the provisions of the Indian Evidence Act on the subject of evidence of character in Civil and Criminal proceedings, and compare them with the English Law on the subject.

FIRST L. M. & S. DEGREE EXAMINATION, 1893.

MONDAY, 3RD JULY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. When a plantinum wire and a magnesium wire are held in a flame they both acquire the properties of glowing and of giving out heat: describe the nature of the changes which accompany these phenomena in each case, distinguishing physical from chemical changes.

II. Explain the following terms, giving examples of each: surface action, quantivalence, allotropism, electropositive compound radicle, oxidising agent, isomerism.

III. State the law of Avogadro, and explain its importance in chemistry.

IV. Name two hydrides which may be formed by direct union of hydrogen with other elements, and two which are formed in chemical interactions. In each case describe briefly the method adopted and express the changes which occur by means of equations.

V. How is carbon monoxide obtained from a formate ? Write the graphic formula for formic acid and name the radicles, simple and compound, which enter into its constitution.

VI. By whom, when, and how was urea produced artificially? Why is this body also called carbamide?

VII. With reference to the group of elements called the halogens, state their chemical behaviour:

(*a*) With hydrogen and with oxygen,

(*b*) With water,

(*c*) With hot and with cold aqueous solutions of alkalies.

Also point out the relation between the atomic weights of the members of this group and the differences in their chemical and physical properties.

VIII. Describe the manufacture of sulphuric acid from iron pyrites. How would you detect and confirm the presence of this acid in a given compound which is insoluble in water and in acids? Name the most insoluble of the metallic sulphates in the order of their insolubility.

IX. How is lead obtained from galena? Explain the solvent action of some waters upon lead, and state how the presence of this metal in water may be detected.

X. How are potassium manganate and potassium permanganate prepared from manganese dioxide? Explain in what way these salts act as disinfectants. By what tests would you identify manganese in any of its combinations?

MONDAY, 3RD JULY, 2 TO 5 P.M.

MATERIA MEDICA AND THERAPEUTICS.

I. Describe the mode of action of a saline purgative.

Name all the saline purgatives and give their doses.

II. Name and describe the "Scale preparations of Iron." Mention their doses and therapeutic uses.

III. Give the preparations of morphine and the proportion of the drug in each preparation.

In what respects does the action of opium differ from that of morphine?

IV. Give composition and dose of Mistura Sennae Co.

V. Name the preparations of opium most suitable for use in the case of infants, giving the dose of each for a child a year old.

VI. Name the official Succi, giving their uses and doses.

[*N.B.*—All names of medicines to be written without abbreviations.]

TUESDAY, 4TH JULY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. What are the microscopic appearances of a drop of fresh human blood? What reagents would you use to make a careful

microscopic examination of blood, and what results would you expect to obtain?

II. Describe the minute structure of the small intestine, the manner in which the food passes from the intestine into the circulation, and the changes which the portal blood undergoes in its passage through the liver.

III. What is the composition of normal urine? What is the average daily amount of each of the principal constituents? By what conditions are the daily quantities of the constituents severally affected in a healthy individual?

IV. Explain the terms syncope, apnœa, dyspnœa, asphyxia. How is death produced by asphyxia?

V. State what you know of the mode of origin of lymphatic vessels in serous cavities and in the tissues generally. Describe the structure of a lymph gland, and the changes which the lymph undergoes in passing through it.

VI. What are the functions of the various branches of the spinal accessory and vagus nerves?

TUESDAY, 4TH JULY, 2 TO 5 P.M.

ANATOMY.

I. Describe the arterial supply of the alimentary canal from the beginning of the œsophagus to the end of the duodenum.

II. Describe the occipital bone. Name the muscles attached to it.

III. Describe a dissection to expose the deep portion of the plantar arch.

IV. Give origin, insertion, relations and action of flexer longus pollicis muscle.

V. Describe the spleen. Give the folds of peritoneum connecting it with other viscera.

VI. Give nerve supply of following muscles: Rhomboideus major, Latissimus dorsi, Anconeus, Abductor pollicis, Popliteus.

FRIDAY, 7TH JULY.

PRACTICAL CHEMISTRY.

Two powders, marked A and B, are given for examination, and the composition of each is to be determined. The whole of the working must be shown, and no value will be attached to results obtained by unsystematic or incomplete methods.

SECOND L.M. & S. DEGREE EXAMINATION, 1893.

MONDAY, 10TH JULY, 10 A.M. TO 1 P.M.

MEDICINE.

I. Describe the symptoms and diagnosis of a case of Cirrhosis of the Liver.

State the prognosis, and its modes of termination.

II. Give the physical signs, diagnosis and treatment of Pericarditis.

III. What are the symptoms, prognosis, and treatment of Locomotor Ataxy?

IV. Give the symptoms and treatment of Ulcer of the stomach.

V Give aetiology, symptoms, and treatment of acute Bright's disease.

VI Give treatment and prognosis of Epilepsy.

MONDAY, 10TH JULY, 2 TO 5 P.M.

SURGERY.

I. What are the symptoms of compression of the brain resulting from fracture of the skull and depression of bone? How would you treat such a case?

II. Describe in detail the treatment of a case of strangulated inguinal hernia.

III. What are the causes of erysipelas? Describe the symptoms and treatment of the disease.

IV. What are the causes of caries of the tarsal bones? Describe the signs and symptoms of such disease and the principles upon which it is treated.

V. What part of the lingual artery is usually selected for the application of a ligature? Describe the anatomical relations of that part of the vessel.

VI. Describe the symptoms and treatment of acute glaucoma.

TUESDAY, 11TH JULY, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

I. Describe fully the Mechanism of Labour in a case of Breech presentation.

II. What are the causes of 'Tedious labour' and how would you treat them?

III. What are the varieties of 'Placenta Prævia'? State the symptoms and how you would manage a case when labour had begun.

IV. State the causes which may lead to 'Puerperal Septicæmia.' How would you prevent the occurrence of the disease, and how would you treat it after development?

V. Enumerate and classify 'Ovarian Tumors.' State the symptoms they produce and how they may be diagnosed from other affections.

VI. Describe a case of "Diptheria" occurring in a child aged about 6 years, and state how you would treat the case.

TUESDAY, 11TH JULY, 2 TO 4 P.M.

MEDICAL JURISPRUDENCE.

I. Give the Physical and Chemical characters of Bloodstains, and the Methods available for their Identification.

II. An unmarried woman is suspected of being pregnant, as her abdomen is enlarged. Enumerate the Various Conditions which can give rise to such Enlargement, and give their Differential Diagnosis.

III. What Organ is frequently Ruptured in India, either from wilful or accidental violence, that is rarely ruptured in countries such as England?

What Treatment would you recommend to be adopted if called to such a case before life was extinct? Give the Prognosis and Modes of fatal termination.

IV. In a case of Suspected Poisoning in an isolated place you are required to obtain as full a History as possible for the purpose of its being forwarded along with the viscera, etc., to the Chemical Examiner. Mention the various points to which you would pay special attention.

V. State what you know regarding the use of Datura as a poison—the Comparative Frequency of its use—Method of Administration—Symptoms—Prognosis—Poisonous Dose.

What is the Alkaloid contained in the plant, and with what other Alkaloids is it isomeric and identical in its physiological action?

WEDNESDAY, 12TH JULY, 10 A.M. TO 1 P.M.

HYGIENE.

I. State briefly the arguments for vaccination.

II. What are the characteristics of a safe drinking water:
1. Physical;
2. Chemical?

PRELIMINARY SCIENTIFIC EXAMINATION, 1893.

MONDAY, 3RD JULY, 10 A.M. TO 1 P.M.

INORGANIC CHEMISTRY.

I. In what proportions by weight must saltpetre, sulphur and charcoal be mixed in order that (theoretically) the whole of the carbon may be oxidised to carbon dioxide, the potassium converted into potassium sulphide and the nitrogen liberated?

Assuming that gunpowder of this composition undergoes the above mentioned change on explosion, calculate the volume occupied by the nitrogen and carbon dioxide produced from 100 grammes of the powder, the gases being measured at a temperature of 100°C and pressure of 755 mm.

II. State the law of isomorphism and explain the use which is made of it in determining atomic weights.

III. The atmosphere is known to be a mixture of oxygen and nitrogen and not a compound of these elements. Mention the evidence which proves this fact.

IV. Oxysalts are frequently classified as normal, acid, and basic. Define these terms, and give examples of each class.

V. What impurities are usually found in commercial sulphuric acid? From what sources are they derived; how can they be detected; how can they be removed?

VI. Where do boric acid and borax occur in nature? The latter substance may be regarded as a molecular compound or as the salt of a tetra-boric acid. Write its graphic formulæ on both hypotheses. It is used in analysis and in the arts and for metallurgical purposes. Explain how it acts.

VII. How many compounds of hydrogen with nitrogen, phosphorus, and arsenic are known? Describe the preparation and properties of each.

VIII. Mention the compounds of aluminium from which the metal is obtained, and describe any one of the processes by which it may be extracted. What are the chief physical and chemical properties of aluminium and its principal applications?

IX. Write equations to illustrate the oxidising properties of potassium bichromate. Is any higher oxidised compound of chromium known?

MONDAY, 3RD JULY, 2 TO 5 P.M.

EXPERIMENTAL PHYSICS.

I. Explain the action of the syphon.

II. Point out the difference between an interval of temperature and a quantity of heat, and explain how each may be measured.

The specific gravity of ice is ·91674, and the latent heat of fusion of a gramme of ice is 80 calories. If 100 grammes of copper at 100°C be dropped into a mixture of ice and water at 0°C, find the contraction in volume of the ice and water. The specific heat of copper is ·095.

III. What relation exists between the power of a surface for radiating heat and its power of reflecting radiant heat? Describe some experiments to illustrate this relation.

IV. State the laws of refraction of rays of light.

What is meant by 'total reflexion' and 'critical angle?

The axis of a small pencil of light, which diverges from a point, is incident normally on a plate, the refractive index of which is μ. Find the points from which the rays appear to diverge, (i) when travelling through the plate, (ii) on the other side of the plate, the media of both sides of the plate being the same.

V. Describe how Newton effected the decomposition of white light. What is meant by a pure spectrum? How can you tell by simple inspection whether a spectrum of sunlight thrown on a screen is approximately pure or not?

VI. Explain the formation of nodes (i) on a vibrating string, (ii) in an organ-pipe, and how their existence can be detected practically.

VII. Explain what is meant by magnetic induction, and compare iron and steel with reference to their power of taking up and retaining magnetism when placed in a strong magnetic field.

VIII. State Ohm's Law and how the resistance of a wire depends on its length and cross section.

Describe how resistance coils are wound, and the objects of the method of winding.

IX. Describe the construction and the use of the Leyden Jar.

An ordinary electrical machine is worked, and allowed to discharge itself across a small air-gap between the terminals. Explain clearly the effect on the discharges, of connecting the terminals each to the inside of a Leyden Jar, the outside coatings of which are joined by a wire.

TUESDAY, 4TH JULY, 10 A.M. TO 1 P.M.

BOTANY.

I. Describe in technical language the *stem* and *leaf* marked A and the *flower* marked B.

II. What is the chemical composition of *Raphides?* In what parts of plants are they most abundant? And what is their physiological significance?

III. In what plants are *air-cavities* most largely developed? Explain how they are formed in the mesophyll of the leaf.

IV. By what particular characters would you distinguish the stem of a *Tree fern* from that of a *Date palm*?

V. What is meant by *symmetry of flowers*? How can the six stamens in *Cruciferæ* or the one stamen in *Spondias mangifera* be accounted for?

VI. How are *chlorophyll corpuscles* formed? Why are they necessary for the production of plant tissues?

TUESDAY, 4TH JULY, 2 TO 5 P.M.

PRACTICAL CHEMISTRY.

You are required to ascertain the composition of the two powders, A and B, by dry as well as wet tests. No value will be given for results unless it is clearly shown how they have been obtained.

FIRST M.B. & C.M. EXAMINATION, 1893.

MONDAY, 3RD JULY, 10 A M. TO 1 P.M.

COMPARATIVE ANATOMY.

I. Give a general account of the development of the Vertebrate brain.

II. Give an account of the parasites other than Cestodes, Trematodes and Arthropods which attack man in any way.

III. Describe the various renal organs found in animals, and show how far they are built upon the same plan as the Vertebrate kidney

IV. What are the characteristics of the mammalian skull as compared with those of other vertebrata?

V. Give an account of metameric segmentation.

MONDAY, 3RD JULY, 2 TO 5 P.M.

MATERIA MEDICA.

I. Contrast the action of acids and of alkalis upon the Alimentary Canal

What uses are made of the two groups in medicine?

Mention the preparations and doses you would employ—for purposes specified.

II. Describe fully the physiological action of Digitatis upon the circulatory system.

In what conditions is the drug prescribed?

III. Prescribe:

1. A mixture containing Catechu and Opium for a case of diarrhœa.
2. The extract of Male Fern.
3. A mixture containing arsenic and iron.
4. A purgative for an infant.

IV. Name the official Hypodermic Injections.
Give the composition, strength, and dose of each.

V. Name the official preparations of Arsenic, giving doses of each.

VI. What are the properties of Podophylli Rhizoma?
Name the official preparations and give their doses.

[*N.B.*—All names of medicines to be written without abbreviations.]

TUESDAY, 4TH JULY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Discuss fully the reasons why the blood flows with different rapidity in different parts of the circulatory system. What agents other than the ventricular contractions are concerned in the movement of the blood?

II. State the evidence in regard to the presence and position of respiratory centres. How are these centres stimulated normally or otherwise? Discuss the influence of the vagi on respiration.

III. Enumerate the chief nitrogenous waste products of the body, and state the relative amount excreted daily in the case of the more important ones. State in regard to Urea what is known as to its origin and as to the conditions which determine its amount.

IV. Discuss the influence of the nervous system on secretion by reference to the salivary glands.

V. Give an account of the histology and functions of the sympathetic nervous system.

VI. Write brief notes on the following: rhodopsin, trypsin, zymogen, ptyalin, paraglobulin, leucin.

TUESDAY, 4TH JULY, 2 TO 5 P.M.

ANATOMY.

I. Give origin, insertion, relations and action of semi-tendinosus muscle.

II. Describe the arterial supply of the eyeball.

III. Describe the internal ligaments of the knee joint. What movements take place in this joint? Name the muscles concerned in producing these movements.

IV. Describe a dissection to expose the internal pterygoid muscle.

V. Describe the pelvic fascia.

WEDNESDAY, 5TH JULY, 10 A.M. TO 1 P.M.

ORGANIC CHEMISTRY.

Not more than eight questions are to be attempted.

I. How are the paraffins usually classified? Give examples of each group.

II. What are mercaptans; how are they prepared; from what property do they derive their name?

III. The amine $C_3 H_9 N$ exists in four modifications. Write the graphic formula of each, and state how the four compounds can be distinguished from each other.

IV. What is a fatty acid? How may it be obtained from the alcohol containing the same number of carbon atoms, and from the alcohol containing one carbon atom less? By what reactions may the acids be reconverted into alcohols?

V. Glycerol (or glycerine) is a trihydric primary secondary alcohol. Explain this statement and show on what evidence it is based. What is the systematic name for glycerol?

VI. How does glycerol occur in nature and how is it prepared and purified? Heated with oxalic acid, it yields, according to circumstances, formic acid or allyl alcohol. Describe both reactions and write equations for them.

VII. How is chloroform manufactured (1) from alcohol and bleaching powder, (2) from chloral hydrate? Represent by equations the changes taking place. What are the common impurities of chloroform, and how may they be detected? This body is properly called methenyl chloride; how did it come to be named chloroform?

VIII. How is tartar-emetic prepared? This compound may be regarded either as potassium antimonyl tartrate or as potassium tartryl-antimonite. Write graphic formulæ to represent both views of its constitution.

IX. Two hydrocarbons having the formula $C_6 H_6$ are known. Name them; state how each is prepared and to what group of hydrocarbons it belongs; and point out their differences.

X. In the homologues of benzene, substitution may take place either in the nucleus or in the lateral chains, isomeric bodies having very different properties being produced. How many bodies are there having the formula $C_7 H_7 Cl$? Write their rational formulæ, name them, and state in what respects one of them differs from the others.

XI. What are alkaloids? Where and in what combinations do these bodies occur? Mention any which have been synthesized, and describe the method of synthesis. How is the molecular weight of alkaloids usually ascertained?

XII. Mention some important chemical changes, the nature of which is understood, produced by and dependent upon micro-organisms.

WEDNESDAY, 5TH JULY, 2 TO 5 P.M.

PRACTICAL CHEMISTRY.

Two powders, A and B, are given for analysis; and you are required to ascertain the composition of each. The work must be systematic and complete.

SECOND M.B. & C.M. EXAMINATION, 1893.

MONDAY, 10TH JULY, 10 A.M. TO 1 P.M.

MEDICINE AND PATHOLOGY.

I. Describe shortly the clinical features, course, and treatment of a case of uncomplicated Typhoid fever.

Detail the various conditions that may produce a fatal termination, stating, in each case, the ultimate cause of death.

II. A patient is suffering from complete obstruction of the bowels with obstinate and uncontrollable vomiting;—how would you diagnose the nature of the illness and what procedures would you attempt for its relief?

III. Give the physical signs, diagnoses and treatment of Acute Pleurisy.

IV. Give the causes, symptoms, and treatment of Progressive Muscular Atrophy.

V. Contrast Cerebral Hæmorrhage and Cerebral Embolism in their aetiology, pathology, symptoms, prognosis and treatment.

VI. Contrast the true typhoid ulcer with other ulcers found in the small intestines.

MONDAY, 10TH JULY, 2 TO 5 P.M.

SURGERY.

I. Describe the conditions which give rise to symptoms of compression of the brain in cases of head injuries, and state how you would differentiate the causes of such compression.

II. Describe the signs of, and the differential diagnosis between, the following tumours occurring in the female breast:—scirrhus cancer, medullary cancer, sarcoma, adenoma.

III. What condition of the intestine, in a case of strangulated hernia, would contra-indicate its replacement in the abdomen? How would you treat such a case?

IV. Describe the signs of separation of the epiphysis at the lower end of the humerus. How would you treat such a case?

V. Describe the symptoms produced by new growths in the bladder. How would you diagnose such growths one from another?

VI. Describe the anatomical relations of the subclavian artery as it passes over the first rib. How would you proceed to ligature the vessel in this part of its course?

TUESDAY, 11TH JULY, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

I. Give an account of the forces which act upon the fœtus during labour. State the Magnitude of these forces and the nature of the resistance to be overcome.

II. Describe the Mechanism of Labour in a case of face presentation. What are the causes of difficulty which may occur, and how would you treat a case?

III. Describe the hæmorrhages from the uterus occurring after the birth of the child, and your treatment of them.

IV. Give the symptoms, diagnosis and treatment of Uterine Polypus.

V. What are the causes, symptoms, results and treatment of subinvolution of the uterus?

VI. What are the different forms of Laryngitis met with in children? State their causes, symptoms and treatment.

TUESDAY, 11TH JULY, 2 TO 5 P.M.

MEDICAL JURISPRUDENCE.

I. What are the effects of Warmth, Moisture, Air, and the absence of the same, (*a*) individually, (*b*) collectively, in hastening or retarding the process of Decomposition of a body?

II. In a case where an adult male is found suspended by the neck from a rope passed over the branch of a tree, it has to be settled whether death was Suicidal or Homicidal: also, whether, if homicidal, the person was really killed by hanging or was suspended after death. What points require to be noticed specially in order to decide these questions, in their respective order?

III. What diseases may simulate, by their symptoms during life, a case of irritant poisoning?

What disease is commonly taken advantage of in this country by persons wishing to dispose of any one by poisoning?

IV. What is the law as to criminal responsibility of persons who are (1) Insane, (2) Drunk or Intoxicated, (3) Deaf and Dumb?

When the plea of insaneness or drunkenness or deaf mutism is raised in a case, to what points should attention be given in order to accept or reject such a plea?

V Give a list of the Neurotic poisons. Which of these are in common use in Southern India?

Give the general Symptomatology and Differential Diagnosis of cases in which one of these poisons is used.

WEDNESDAY, 12TH JULY, 10 A.M. TO 1 P.M.

HYGIENE.

I. What diseases are chiefly produced by:
1 Marshy soils;
2 Damp soils;
3. Bad house drainage;
4 Deficient house ventilation?

II The contents of a privy or cesspool are filtering into a well —*what characters would you expect the water of the well to present on analysis?*

III. Describe briefly the life history of the Dochmius Duodenalis, and the precautions you would take to prevent it spreading to healthy people.

IV. What are the characteristics of healthy wholesome mutton?

WEDNESDAY, 12TH JULY, 2 TO 5 P.M.

OPHTHALMIC MEDICINE AND SURGERY.

I. What are the principal causes of limitation of the field of vision? How are they to be distinguished from each other? Give their treatment.

II What are the symptoms caused by dislocation of the lens into the anterior chamber? What are the dangers of such a condition, and what treatment would you adopt?

III. What is conical cornea? Describe its symptoms and appearances What is its effect on vision, and what is the treatment for such a condition?

IV. Describe optic neuritis as regards its causes, symptoms, ophthalmoscopic appearances, treatment and results.

FIRST EXAMINATION IN ENGINEERING, 1894.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

ALGEBRA AND GEOMETRY.

I. Solve the following equations:

(1) $3x^2+4x-2\sqrt{6x^2+4x+65}+2=0$

(2) $x^2+xy=15.$

$xy-y^2=2.$

II. Define Geometrical Progression, and find the sum of such a series to n terms.

Find the sum of 7 terms of a series of which the first term is $\frac{1}{4}$ and the 6th is $\frac{1}{8}$.

III. Find the number of permutations of n things taken all together when some of the things are alike.

Ascertain the number of such permutations that can be made from the word "Engineering."

IV. Find the general term of the expansion of $(x+a)^x$.

Ascertain approximately by the binomial theorem the cube root of 219, taking three terms only.

V. A sum of money is placed out at 5 per cent. compound interest; in how many years will it double itself?

VI. Triangles on equal bases and between the same parallels are equal in area.

In AC a diagonal of the parallelogram ABCD any point X is taken, and XB, XD are drawn; show that the triangle BAX is equal to the triangle DAX.

VII. If a straight line is divided equally and also unequally, the sum of the squares on the two unequal parts is twice the sum of the squares on half the line and on the line between the points of section.

VIII. The opposite angles of any quadrilateral inscribed in a circle are together equal to two right angles.

ABC is an isosceles triangle, and XY is drawn parallel to the base BC: show that the four points B, C, Y, X, lie in a circle.

IX. Similar triangles are to one another in the duplicate ratio of their homologous sides.

X. Draw a straight line perpendicular to a given plane from a given point without it.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

MENSURATION AND PLANE TRIGONOMETRY.

Tables of logarithms are required.

I. Prove that $\cos(\alpha-\beta)=\cos\alpha\cos\beta+\sin\alpha\sin\beta$, and show that $\frac{\cos\alpha-\cos 3\alpha}{\sin 3\alpha-\sin\alpha}=\tan 2\alpha$.

II. Find the sine and cosine of half the angle in terms of the cosine of the whole angle.

Prove $\cot\frac{1}{2}\alpha-\tan\frac{1}{2}\alpha=2\cot\alpha$.

III. The sum of any two sides of a plane triangle is to the third

side as the cosine of half the difference of the opposite angles is to the sine of half the remaining angle.

If the angle A of a triangle be equal to $\frac{2\pi}{3}$, show that $a^2 = b^2 + bc + c^2$.

IV. In a triangle ABC the angle $B = 39°15'40''$, the angle $C = 58°16'$ and the side $a = 6{,}500$ feet; find the sides b and c.

V. From one end of a base line 5,000 feet long, and lying N. and S., a steeple and a tower bear E. 18°N. and N.E. respectively; at the other end the bearings are E. and E. 30°N. Find the distance between the two objects.

VI. At the foot of a mountain slope inclined 30°, the elevation of the top is 60°; proceeding a distance a up the slope the elevation is found to be 75°. Ascertain the height of the mountain.

VII. State the formulæ for the volume and total surface of a frustum of a pyramid.

The ends of such a frustum are hexagons with sides of 6 and 4 feet respectively. Find the volume and surface. The slant height is 10 feet.

VIII. The following series of levels in feet is taken along the top of a bank with top width 9 ft. and side slopes $1\frac{1}{2}$ to 1. Distance apart of stations 200 feet:

5·6, 6·4, 7·4, 5·8, 6·8, 7·6, 9·4, 8·6.

Take out the cubic contents in cubic yards by the trapezoidal formula.

IX. Water is distributed to a town of 50,000 inhabitants from a reservoir consisting of three compartments 200 × 100 with vertical sides and 12 ft. depth of water. The allowance is 15 gallons per head per day. How many days' supply will the reservoir hold? $6\frac{1}{4}$ gallons = 1 cubic ft. water.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS.

I. Explain the parallelogram of velocities.

Explain how a man jumping off a moving train is apt to fall forward.

II. Define force, and discuss its dynamical measurement.

Form the equations of motion of a particle under the action of forces in one plane.

III. Discuss Newton's first law of motion.

Two spherical bodies, not acted on by force, are moving in a plane. Investigate the conditions necessary for an impact to take place.

IV. If the sum of the moments of a system of forces in one plane, about a point in the plane, = 0, what do you infer regarding the resultant force?

Deduce from this consideration, the usua conditions of equilibrium $\Sigma X = 0$, $\Sigma Y = 0$, $\Sigma(xY - yX) = 0$.

V. Find the centre of gravity of a hollow cast-iron column, 30 ft. high, 6″ external and 5″ internal diameter at the top, and 8″ external and 7″ internal diameter at the bottom.

VI. State the laws of friction.

The upper grindstone of a mill is 2 ft. in diameter and weighs 20 lbs. Assuming the coefficient of friction to be 0·70, what power applied tangentially at the edge of the stone is required to work it?

VII. Explain the principle of virtual work.

Apply it to obtain the ratio of "weight" to "power," in the case of a body (particle) dragged up a rough inclined plane, at a uniform speed, by a power applied along the most advantageous line.

VIII. Find the moment of inertia of a section of a rolled iron beam, flanges $8'' \times \frac{1}{2}''$ and web $12'' \times \frac{3}{16}''$ about an axis in the plane of the section, and passing through the middle of the web and parallel to the flanges.

IX. An inelastic particle is constrained to move in a curve, and is under the action of a force f in the plane of the curve and constant in magnitude and direction. Find the velocity at any point.

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

HYDRODYNAMICS AND HEAT.

I. State the fundamental property of a fluid. Deduce from it the property of équal transmission of pressure.

II. Explain the general method of finding the resultant pressure of a liquid on an immersed curved surface.

A reservoir dam supports 100 ft. depth of water. Its profile is a parabola (latus rectum 500 ft.) concave to the water, and having its axis in the water surface. Find in magnitude and direction the pressure of water on the dam.

III. Obtain the conditions of stability of equilibrium of a floating body.

The form bounded by four consecutive sides of a regular hexagon (each side = 4 ft.) is proposed for the cross section of a boat. In the position of equilibrium with the extreme sides vertical and parallel, 18 inches length of each of these sides is above water. If the centre of gravity of the boat and cargo is at the surface of the water, determine whether the equilibrium is stable or unstable, for a small rolling displacement in the plane of the cross section. How far along the vertical axis of symmetry of the section of the boat should this centre of gravity be shifted so that the equilibrium may be neutral?

IV. Describe an experiment to verify the law of Boyle, connecting the pressure and volume of a mass of gas at a given temperature.

V. Explain the action of a siphon.

It was proposed to dispose of the discharge of the Periyar by siphons over the masonry dam during construction. Indicate the steps by which you would calculate the amount of work to be done for starting such a siphon, assuming it to be full of air to begin with, and to consist of two vertical tubes, connected by a semicircular tube at the top, and the starting to be effected by a metal disc, moved from the water surface, inside and along the tubes as far as necessary.

VI. Describe a good method of finding the specific heat of a solid, mentioning prominently the conditions you would secure for a correct determination.

VII. Describe Carnot's cycle, guarding yourself against the mistake Carnot made.

VIII. In what respects does the behaviour of saturated steam differ from that of a perfect gas? Give the tension, in millimetres of mercury, and of saturated steam, at a few temperatures you happen to remember.

IX. How would you verify the mechanical equivalent of heat?

Deduce the specific heat of air under constant volume, given 1 litre of air weighs 1·293 grammes under 760 millimetres of mercury, sp. gr. of mercury = 13 598, J = 42,400 gramme-centimetres, expansion of air under 1° centigrade = ·003667, and specific heat of air under constant pressure = ·2374.

X. Explain in what circumstances the expansion of a mass of gas is unaccompanied by a fall of temperature.

XI. Discuss the advantages and disadvantages of water as working material of a heat engine.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

GEOMETRICAL DRAWING.

I. Draw an equilateral triangle ABC of 2¼ inches side. With centre A and radius 1¼ inch describe a circle. Draw a circle of ⅝ inch radius, external to the triangle, touching the first circle and the side AC.

II. Draw the rectilinear figure ABCDEF from the following dimensions in inches. Reduce the figure to a triangle, and estimate its area in square inches correct to two decimal places:

AB = 1·525	DE = 1·600	BF = 3 450
BC = 0 825	EF = 1·650	BE = 3·375
CD = 2·825	FA = 3·750	BD = 2 575

III A tetrahedron has one face on the horizontal plane, while one edge of that face makes an angle of 40° with the ground line.

Each edge measures 3 inches. Draw an elevation, explaining the steps of the construction.

IV. A cone, whose diameter of base is $2\frac{1}{2}$ inches and height $3\frac{1}{4}$ inches, has its base perpendicular to the vertical plane, and its axis inclined at 45° to the horizontal plane. Draw the plan.

V. A cube of $2\frac{1}{4}$ inch edge lies with one face on the horizontal plane, while another face makes an angle of 30° with the vertical plane. The cube is cut by a plane inclined at 45° to the horizontal plane and at 90° to the vertical plane. The elevation of the sectional plane meets the horizontal plane $\frac{1}{2}$ inch outside the extreme edge of the cube. Draw a sectional plan, and find the true form of the section.

VI. Place in isometric projection the table at which you are working. Scale $\frac{1}{8}$.

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

BUILDING DRAWING.

NOTE.—*All drawings are to be neatly and accurately made in pencil to the scales specified.*

I. Make isometric drawings, scale $\frac{1}{24}$, showing the bond on top and sides of brick pillars 9″, 14″, and 18″ square, each to be 5 courses high.

II. Draw an elevation of a King Post Truss, scale $\frac{3}{8}$″ to a foot, resting on brick walls 18″ thick, span 26 feet, length of tie beam 27′ 6″, pitch 30°; tie beam 10″ × 4″, principal rafters 8″ × 4″, common rafters $4\frac{1}{2}$″ × 2″, purlins 8″ × 5″, wall plates 8″ × 6″, struts 5″ × 4″, king post 6″ × 4″, spread out to 10″ × 4″ at top and bottom.

Make enlarged elevations, scale $\frac{1}{12}$th, showing details of joints

1. of principal rafter and tie beam.
2. of king post, head and foot.
3. of strut and purlin with principal rafter.

III. Draw plan, longitudinal section and cross section, of a piece of single basement floor resting on 18″ brick walls, joists 11″ × 2″ at 14″ centres, boards 7″ × 1″, wall plates 8″ × 4″.

The plan to show 3 joists and 4 boards, and the cross section to show strutting of joists.

THURSDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

MACHINE DRAWING.

NOTE.—*All dimensions not shown on the accompanying sketches are to be entered on the candidates' drawings.*

I. Fig. 1 is the sketch of the section of a riveted joint formed by two plates and an angle iron. Draw the section full size, and

project from it an elevation, looking in the direction of the arrow. The rivets have conical heads, which must be drawn correctly.

II. A $1\frac{1}{4}$ inch bolt with square head and hexagonal nut with washer is shown in front elevation in fig. 2. Draw this elevation full size, giving the proper dimensions of the nut, but showing the screw thread conventionally. Project from it (1) a plan, (2) an end elevation, the observer facing the nut.

III. In fig. 3, A,B,C are three $\frac{3}{8}''$ plates in one plane united by two $\frac{7}{16}''$ cover plates, both on the same side of the joints. The rivets have snap heads. Draw a plan of the joint to a scale of one-half, and draw a section through DE.

IV. Fig. 4 is a sketch of a shaft coupling. Draw the coupling to a scale of one-third showing at F a suitable key and key-way. Draw an end elevation of the coupling showing the head of the key.

B.C.E. DEGREE EXAMINATION, 1894.

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

MECHANICAL ENGINEERING.

I. A locomotive piston 18 inches in diameter has two $\frac{1}{2}$ inch packing rings, which exert a pressure of 3 lbs. per square inch on the sides of the cylinder. The stroke is 2 feet, and the diameter of the driving wheels 6 feet 6 inches. What horse power is required to overcome the friction of the pistons when the engine is running at the speed of 48 miles an hour; the co-efficient of friction between the cylinder sides and piston rings being ·085?

II. What is the maximum stress per square inch in a shaft, due to the overhang of a fly-wheel weighing one ton, the centre of weight being 10 inches from the point of support, and the shaft being 6 inches in diameter?

III. Show how to proportion a single-riveted lap joint, so that the resistance of the plates to tearing may just equal the resistance of the rivets to shearing.

IV. Give the leading figures for the construction of a Lancashire boiler to work to 80 lbs. per square inch, for a stationary high-pressure engine of 49 IHP.; omitting details such as gauge glasses, &c., but stating approximately length, diameter, thickness of shell (iron), of ends, method of staying, style of riveting, number and description of furnaces, grate area, area of safety valve.

V. The table of a planing machine moves at a speed of 10 feet per minute; it carries a piece of cast iron, which is being planed with a cut of ·35 inches by ·05 inches: the slides are flat: the weight of the table and work is 30 cwt. How much power is absorbed in (1) moving the table, assuming a co-efficient of friction of ·08, (2)

planing the casting, the resistance of the metal to the tool being taken as 3 times the ordinary resistance of wrought iron to shearing?

VI. 1. In the Meyer gear shown, the throw of the crank is 4 times that of the eccentrics, which are equal: assuming that the connecting rod and eccentric rods are of unlimited length, show the positions of the two valves at $\frac{1}{4}$ and $\frac{3}{4}$ stroke.

2. What are the respective effects of separating the blocks and of bringing them closer together by means of the right and left handed screw shown?

MONDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

SURVEYING AND LEVELLING.

NOTE.—*Tables of Logarithms may be used.*

I. Draw a plain scale to show Metres and Decemetres, 5 metres being represented by 6·56 inches; and a comparative diagonal scale to show yards, feet and inches; these scales to measure 4 metres and 4 yards respectively.

II. The area in acres of a field is marked on a map, but the scale to which it is drawn is not shown; describe exactly how you would ascertain this.

III. When running a traverse the following observations were accurately made:

	AB	BC	CD	DE	EA
Lengths of lines in chains	16·42	16·10	10·58	13·05	?
Bearings of lines . .	324°1′	22°58′	153°18′	68°57′	?

A thick wood between E and A prevented the length and bearing of EA being measured.

Prepare a traverse table, and find the length and bearing of EA, then plot the traverse to a scale of three chains to an inch by the most accurate method.

IV. The lengths of the sides of a triangular field ABC are as follows: AB 30 chains, BC 23 chains, CA 19 chains; there is a gate H on the side AB 14 chains from A; plot to a scale of 10 chains to an inch, and divide into three equal parts by fences from H, so that the owner of each part may have the use of the gate.

V. Plot the chain survey from the accompanying Field Book to a scale of 3 chains to an inch and compute its area in acres from the field notes.

Explain how the accuracy of the Field work is proved in this survey.

VI. The radius of a railway curve is 3,498 feet, and its tangents include an angle of 144°26′, the curve begins at 53 feet beyond peg No. 349.

Make all the necessary calculations, and describe by sketches how you would set this curve out with a Theodolite by pegs placed 100 feet apart.

The lengths of tangents, curve, odd distances, position of beginning and end, and angles for odd distances to be stated

Describe how the curve can be continued from any peg already fixed, and how the accuracy of the work done is checked on the ground.

FIELD BOOK TO ACCOMPANY PAPER ON SURVEYING

All measurements made with Gunter's Chain.

	to ⊙ A	
	25 04	2
	20 00	74
M ⊙	18 60	350 to ⊙ N.
	16 50	36
	14 30	90
	12 20	70
	8 50	30
	4 25	110
	0 00	0
	⊙ C	
	to ⊙ C	
2	13 46	
80	10 72	
108	7 08	
98	4 58	
	0 00	
	⊙ B	
	to ⊙ B	
	19 46	3
	14 90	75
	12 00	125
	10 00	95
N ⊙	6 00	
	5 20	55
	0 00	0
From	⊙	A go N. E

MONDAY, 15TH JANUARY, 2 TO 5 P M.

SURVEYING AND LEVELLING.

1 Complete the following page of a levelling field book, applying the usual checks.

Back sight.	Intermediate	Fore sight.	Height of line of collimation.	Height above datum.	Distance Ft.	Total Distance Ft
4 76				46 41	0	
	13 38				30	
	15·40				70	
	13·22				80	
	10 06				50	
	1 35				20	
4 38		0 09			20	
	5·08				100	
	4 55				100	
	4 83				100	
4 90		5·13			100	
	4 30				100	
	4·10				100	
	4 25				100	
		4·84			100	

II. Plot the above section to scales of 100 ft. to 1 inch horizontal and 5 ft. to 1 inch vertical.

III. Make the entries in question 1 on a form in which columns for "rise" and "fall" are substituted for the column headed "height of line of collimation," and reduce the levels.

IV. What are contour lines? Draw a few contours to illustrate (1) a watershed, (2) a watercourse, (3) a spur, (4) a saddle.

V. Explain how you would proceed, on the ground, to contour (1) a hill, either isolated or part of a range; (2) a slightly depressed basin like a tank bed The vertical interval between contours is to be 25 ft. in the case of the hill, and 1 ft. in the case of the tank bed.

VI. How are level observations affected by curvature and refraction? Calculate the correction for curvature, in feet for a given distance, and explain why the correction is rarely applied in practice. What is the amount of the correction for refraction?

VII. By what simple precaution may errors due to imperfect adjustment, as well as those arising from neglect of the corrections for curvature and refraction, be eliminated?

The remainder of the afternoon will be devoted to viva voce examination.

MONDAY, 15TH JANUARY, 2 TO 5 P.M.

MECHANICAL ENGINEERING.

Make pencil sketches, fully dimensioned (except in the case of 5 and 7, which may be diagrammatic) of seven of the following

details. The sketches need not be to scale, but should be finished well enough to enable working drawings to be prepared from them.

I. Elevation of a locomotive crosshead for double guide bars, showing attachment to piston rod.

II. Vertical section through the slide valve of a locomotive cylinder.

III. Elevation of portion of the rim of a mortise wheel of 4 feet radius, and 6 inch pitch.

IV. Section of a rope pulley, 6 feet in diameter, to carry 6 ropes of 1½ inch circumference, and to run at 50 revolutions per minute.

V. Diagram of the quick-return gearing of a planing machine.

VI. Vertical section through a dead-weight safety valve, for a boiler having 60 square feet of grate area and a working pressure of 100 lbs. to the square inch.

VII. Variable feed for a drilling machine.

VIII. Cast iron crank with a throw of 2 feet, for a stationary engine of 100 IHP, making 40 revolutions a minute. The connection with the shaft should be drawn.

IX. A flange coupling, in elevation and section, for a piece of shafting 4 inches in diameter.

X. Cross section of the bed of a front slide screw-cutting lathe of 6.inch centres.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

CONSTRUCTIVE ENGINEERING.

I. A supported beam 15 ft. long carries a uniformly distributed load of 10 tons, and a single load of 4 tons concentrated at 5 ft. from one extremity. Find graphically the amount and position of the maximum bending moment.

II. A rolled wrought iron beam of the dimensions shown in the accompanying diagram, fig. 1, is to carry a distributed load on a span of 16 ft. The stress being limited to 5 tons per square inch, what will the load be when the beam is placed so that the web is (1) vertical, (2) horizontal?

III. A girder 120 ft. long and 10 ft. deep, with a single system of N bracing, fig. 2, carries on the lower boom 40 tons dead load uniformly distributed, and a uniform travelling load of ¾ ton per foot-run. Draw a diagram of maximum shearing stress for dead and travelling load Thence obtain the maximum stresses on the girder bracing, and determine how many bays should be counter-braced.

IV. A bowstring beam 80 ft. long with 10 ft. rise, of the form shown in fig. 3, carries a distributed dead load on the bottom member of 1¼ ton per foot-run. Draw a stress diagram, and write on the frame the amount and nature of the stress in each member.

V. Explain the use of stiffeners in the web of a plate girder.

A plate girder 60 ft. long and 5 ft. deep is to carry a total load equivalent to $1\frac{1}{2}$ tons per ft. run distributed. The top flange plate and angles are carried down the end of the girder to meet the bottom flange, and the effective depth of web between the angles is 54 inches throughout. Calculate the distance from the end of the girder at which the first stiffener should be put in, assuming the web plate to be $\frac{1}{2}$ inch thick. Maximum stress in compression 4 tons per s. in. Make a sketch of the end of the girder.

VI. The anchorage abutment for a suspension bridge is 25 feet long (across centre line of bridge) and $10\frac{1}{2}$ ft. high, and is built of masonry weighing 150 lb. per c. ft. The abutment has a top width of 12 ft. and a batter of 6 to 1 on the face next the bridge; the other three faces are vertical. The total chain tension is 125 tons. The chains are carried through the abutment at an angle of 30° with the horizontal, and meet its rear face at a a height of $2\frac{3}{4}$ ft. above the base. Arrangements are made by which the chain tension is distributed over the length of the abutment. Find the point at which the resultant pressure cuts the lowest bedjoint, and enquire into the safety of the abutment against (1) overturning, (2) crushing, (3) sliding. The abutment rests on a concrete foundation which has a horizontal top surface, and the adhesion of the abutment to the foundation may be neglected.

TUESDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

STEAM AND THE STEAM ENGINE.

I. What is the distinction between *thermal units* and foot-pounds? How many foot-pounds of work are done in converting one pound of water at 104° into steam at 212°?

II. In an engine with a stroke of 3 feet, and a connecting rod 6 feet long, steam is cut off when the crank is at angles of 60° from the line of dead centres; what is the ratio of expansion in the forward and in the back stroke?

III. The consumption of fuel in marine engines is diminished by using high pressure steam with surface instead of jet condensers. Explain the reason of this.

IV. 1. What are, briefly, the points about the performance of an engine, which may be learnt from a study of its indicator diagram?

2. How may the horse power, actually available for transmission to the crank of the engine, be computed from indicator diagrams? Give a sketch in illustration of this.

V. What is the object of balancing slide valves of high pressure engines? Describe, with sketches, two ways in which the balancing may be effected.

VI. Set out a Zeuner's diagram for a valve with a travel of 9 inches, outside lap $2\frac{1}{2}$ inches, inside lap $\frac{1}{4}$ inch, angle of advance

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

HYDRAULICS.

I. The following formula for the discharge through a rectangular notch in a gauge board is obtained by taking the mean velocity of the jet as the velocity of a fluid thread lying midway between the actual water surface and the crest of the notch:

$$Q = 212\, l \sqrt{h^3 + \cdot 03125\, v^2 h^4}$$

where Q is the discharge in c. ft. per minute,
l is the length of the notch in ft.,
h is the actual head on the crest in ft.,
v is the velocity of approach in ft. per sec.
Determine the coefficient of discharge used in the formula.

II. A channel has near its head a bottom width of 60 ft., depth 6 ft., side slopes 1 to 1, velocity 1½ ft. per sec., F. S. L. 30·42. The head sluice has 12 vents each 6 ft. in width. Find to what height the shutters should be raised to admit the full supply when the river level is 34·42.

III. Explain why the discharge from a catchment basin is not generally proportional to the area of the basin.

Are there any catchment basins in which the discharge may be considered proportional to the area?

The rainfall records in a particular basin show that the maximum rainfall in 24 hours has been 16 inches. Deduce an appropriate coefficient for use in Ryves' formula, and find the flood discharge from an adjacent basin of 20 s. miles.

IV. *A stream draining 3 square miles is to be passed by an inlet* and outlet across a short reach of channel lying between two adjacent locks. The full supply depth of channel is 4 ft. The maximum rainfall is 10 inches in 24 hours. It is estimated that this will be carried off by the stream with a velocity of 4 ft. per sec. and depth of 2 ft. The stream bed at the inlet is level with the inlet crest; at the outlet it is 3 ft. below the outlet crest. Determine the length of the outlet, illustrating your answer with a sketch cross section of the channel.

V. Water is to be pumped to a reservoir through an 8 inch rising main 8,000 ft. in length:

Level of pump plunger	...	... 990·4
Inlet pipe of reservoir	...	... 1,093·7
Surface level in reservoir	...	... 1,107·5

The maximum delivery is to be 600 gals. per minute. Determine the head against which the pump will work, and sketch in the virtual slope of the main.

VI. A channel is to be designed to supply 6,000 acres of rice cultivation at 1 c. ft. per sec. for 60 acres. Determine the section of the channel with side slopes of 1 to 1 which will carry the supply with a depth of 2½ ft. and a velocity of 1½ ft. per sec.

35°; the obliquity of connecting and eccentric rod to be neglected. Give, from this diagram, the points of admission, cut-off, release and compression.

VII. If you mix together 200 lbs. of water at 100°F., 3 lbs. of steam at atmospheric pressure, and 15 lbs. of ice at 32°F, what will be the resulting temperature when the ice is just melted?

TUESDAY, 16TH JANUARY, 2 TO 5 P.M.

CONSTRUCTIVE ENGINEERING.

I. What considerations determine the width of foundations necessary for the parts of any building? Show by sketches how the walls may be spread to this, and how the pillars for an Arcade may be securely founded in doubtful ground; mark on foundation sketches the limiting angle of spread for footings.

II. Draw neatly in pencil, scale $\frac{1}{24}$, elevation of the joints at the head and foot of the king post in a timber roof truss, showing all details including stirrup iron; draw a cross section through this showing gib and cotter, and figure on dimensions. Tie beam 10″ × 4″, principal rafters 5″ × 4″.

III. Show by neat sketches how a circular arch ring would fail—

1. When overloaded at the crown.
2. Supposing the left half of the arch overloaded.
3. Give the position of the joints of rupture as found by experiment in semicircular and segmental arches; and describe briefly with sketches, the conditions necessary for stability.

IV. Draw neatly in pencil, scale 8 feet to an inch, Half Plan of Foundations, Longitudinal and Cross section of a small Tank Sluice built of brick, through a bund 12 feet high, 4 feet wide on top, slopes outside 2 to 1, inside 1½ to 1.

Foundations concrete 2 feet deep below tank bed, the cross sections of bund to be shown on longitudinal section of sluice, figure on dimensions, and describe how you would make the bund round this sluice.

V. How may a canal whose banks have to be formed of porous material be made water-tight? What material is best for this purpose? Illustrate your answer by a sketch cross section, and give reasons for your answer.

VI. A road 20 feet wide is to be made along the side of a hill whose natural slope is 2 to 1. Draw a working cross section of this, scale 4 feet to an inch, the earthwork being supported by dry stone dwarf and retaining walls; figure on the dimensions of these.

VII. What description of cast iron is used for engineering works? Describe the appearances of sound castings, and the tests usually specified for the cast iron used in engineering structures.

WEDNESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

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$$Q = 212\, l \sqrt{h^3 + \cdot 03125\, v^2 h^4}$$

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Inlet pipe of reservoir	...	...	1,093·7
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What must be the fall per mile to give that velocity ?

VII. A service reservoir 20 ft. square, with vertical walls, is supplied from a distant storage reservoir. The levels are :

Service reservoir inlet...		...	... 26·42
„ „	F. S. L.	...	... 33·52
Storage „	F. S. L.	...	... 44·82

If the pipe valves are opened when the levels in the two reservoirs are 26·42 and 44·82 respectively, find what time elapses before the service reservoir fills, the water level in the storage reservoir being maintained constant. The discharge of the pipe into the empty service reservoir is 300 gals. per minute.

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

ESTIMATING (*Civil Branch*).

I. Take out the quantities in detail, abstract these, and then estimate the cost of the Girder Bridge shown in the accompanying drawing, which is built of hammer-dressed stone masonry, pointed.

WEDNESDAY, 17TH JANUARY, 2 TO 5 P.M.

ESTIMATING (*Mechanical*).

Estimate the cost of the lattice girder foot-bridge shown in the accompanying drawing :

	PRICES.		RS.	A.	P.
Wrought iron, plate	per ton	...	250	0	0
„ „ angle and T.	„ „	...	300	0	0
Cast „	„ cwt.	...	12	0	0
Teak timber	„ cubic foot.		4	4	0

Add 5 p. c. on iron work for rivets, and then add 25 per cent. on total cost of material, for fitting up.

NOTE.—*In taking out the quantities the dimensions of each part should be given, together with a description, to enable the work to be checked.*

THURSDAY, 18TH JANUARY, 10 A.M TO 1 P.M.

EUCLID AND ALGEBRA.

I. If a side of a triangle be produced, then the exterior angle shall be equal to the sum of the two interior opposite angles; also the three interior angles of a triangle are together equal to two right angles.

Show that all the interior angles of any rectilineal figure, with four right angles, are together equal to twice as many right angles as the figure has sides.

II. The straight line drawn from the centre of a circle to the point of contact of a tangent is perpendicular to the tangent.

AB is any chord of a circle, AC the diameter through A, and AD the perpendicular on the tangent at B; show that AB bisects the angle DAC.

III. Describe an isosceles triangle having each of the angles at the base double of the third angle.

ABC is an isosceles triangle in which each of the angles at B and C is double of the angle at A: show that $\overline{AB}^2 = \overline{AB} \cdot \overline{BC} + BC^2$.

IV. Find a mean proportional between two given straight lines.

V. If two straight lines are perpendicular to the same plane they shall be parallel to one another.

VI. Solve the following equations:

$$(1)\quad \begin{aligned} x - y &= 2 \\ xy &= 15 \end{aligned}$$

$$(2)\quad \begin{aligned} x + y &= 7 \\ x^3 + y^3 &= 91 \end{aligned}$$

VII. Define Harmonical Progression.

The arithmetical mean between two numbers is 7, and the harmonical mean $\frac{48}{7}$; find the numbers.

VIII. Prove the Binomial Theorem for a positive integer Expand $\left(x^2 + \frac{6}{x}\right)^7$.

IX. Define the difference between permutations and combinations.

A class of eight is to go up for examination by twos, in how many ways may the couples be combined?

X My age is now 35, and I am told by an insurance Company that by paying it £200 a year (the payments being due at the end of each year), I shall be entitled at the end of fifteen years to receive £2,500, or in the event of my death that this amount will be paid to my estate. Assuming that the Company is able to secure 10 per cent. compound interest on all its receipts, what will it gain by the transaction if I live to receive the £2,500?

THURSDAY, 18TH JANUARY, 2 TO 5 P.M.

MENSURATION AND PLANE TRIGONOMETRY.

Logarithmic tables will be required.

I. Prove that $\cos(\alpha + \beta) = \cos\alpha \cos\beta - \sin\alpha \sin\beta$, and show that $\frac{\tan\alpha}{1 - \cot 2\alpha \tan\alpha} = \sin 2\alpha$

II. Find the general value of an angle whose sine is α, and ascertain this general value when $\sin^2\alpha = \frac{1}{2}$.

III. In every triangle each side is equal to the sum of the

products of the other two sides with the cosines of the angles which they make with the first. Prove this.

$$\text{Show that } \cos A + \cos B = 2\frac{(a+b)}{c}\sin^2 \tfrac{1}{2} C.$$

IV. Find the area of a triangle in terms of its sides.

V. Given the sides a, b and the angle A, solve the triangle. Explain by diagram how this case may be ambiguous.

Given $a = 77{\cdot}83$ and $b = 53{\cdot}46$, and the angle $A = 43^\circ 18'$, find the side c and the other two angles.

VI. At a point N. E. from a tower its elevation measures 45°; at a place due N. W. of this point and distance 500 ft. the elevation is 30°; find the height of the tower.

VII. State the prismoidal formula used in calculating out earthwork, and use it in the following case:

Lines of levels 7′·8, 8′·2, 6′·7, 9′·5, 8′·6, 10′·9, and 9′·3, spaced 100 feet apart along a bank, top width 6 ft. and side slopes 2 to 1. Give the contents in c.yds.

VIII. Find the surface and volume of a segment of a sphere when the radius of the base is 16 ft. and height of segment 5 ft.

IX. A channel, bottom width 6 ft. side, slopes $1\frac{1}{2}$ to 1, is to be cut with a bed fall of $\frac{1}{3000}$ and 6 ft. deep at the first level (15·4) station. The levels at the stations 300 feet apart are as follow (including the first station):

15′·4, 14′·6, 13′·8, 12′ 6, 10′·4, 10′·6, 11′·8 and 11′·2.

Calculate by the trapezoidal formula the cost of the cutting at 2a. 4p. a c.yd.

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M. AND 2 TO 5 P.M.

MACHINE DRAWING.

I. Make complete working drawings, plan, side elevation, and end elevation, all to a scale of 3 inches to 1 foot, finished in ink, lettered and dimensioned, from the sketches before you of a double-purchase crab winch.

II. Draw full size in elevation, and finish in ink, half-a-dozen teeth of the large wheel and of the pinion, putting them in gear. No dimensions are required, but the lines and circles used in setting out should be shown.

FRIDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ARCHITECTURAL DRAWING.

I. The accompanying drawing shows the quarter plan of Foundations, section of Wing Wall, half section, and half cross section through the Arch, of a 30 feet masonry arch bridge, to carry a broad gauge railway over a stream.

Complete the drawing by projecting from the above, on the same paper:

1. Quarter plan of superstructure, before the earth is filled over the arch.

2. Half front elevation above ground.

3. Half end elevation, supposing all earth removed, showing counterforts, footings, and back of wing wall.

4. Ink and shade line neatly, print, figure in dimensions, and finish as far as time permits.

FRIDAY, 19TH JANUARY, 2 TO 5 P.M.

TOPOGRAPHICAL DRAWING.

I. Copy to a scale of 30 ft. to 1 in. the piece of contoured ground shown in the accompanying diagram, drawing the contour lines in blue; and figuring all the contours in red. Vertical interval betweem contours 1 ft.

II. An escape for a large reservoir is to be cut through the saddle depicted in the answer to question 1. The crest line AB of the escape is 150 ft. long, and is at the level 140·5. To the right of this line, *i.e.* towards the reservoir, the floor of the escape will be level; to the left of the crest line the floor will have a fall of 1 in 30. Draw sections to a vertical scale of 6 ft. to 1 inch through CD and EF (where the sides of the escape will be vertical) and plot on them the escape floor. The sections are to be superposed, their margins being distinguished by different colours.

III. Draw portions of a sufficient number of intermediate sections to permit of the plan of the excavation being correctly determined, and draw the plan on your drawing of the ground.

IV. Lay a flat wash of lake over the plan of the escape, and finish the drawing in the best manner that time permits.

SATURDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

STATICS AND DYNAMICS.

I. Assuming the truth of the parallelogram of forces for the direction of the resultant of two forces meeting, prove it for the magnitude also.

II. One of the chains of a suspension bridge of 50 ft. span is attached to abutments at the same level and is divided into 9 equal segments. At each junction of consecutive segments, a vertical load of 5,000 lbs. is carried. The end segments make an angle of 30° with the horizon. Find the length of the chain required and the tension in each segment.

III. A solid wooden telegraph mast 120 ft. high, 1′ 3″ diameter at one end and 6″ diameter at the other, has to be lifted from a horizontal position, round an axis in a diameter of its larger end;

what power must be applied at the other end, given 1 cub. ft. of wood weighs 48 lbs. ?

IV. Describe the common steelyard. Find an expression for its sensibility.

V. Two steamers, A and B, proceed southward at 25 miles, and westward at 30 miles an hour respectively. At a certain instant B is in the line of A's path, and 12 minutes afterwards, A is in the line of B's path. Find, by construction or otherwise, when they were nearest each other and their then distance.

VI. State and explain fully Newton's third law of motion.

Point out the assumption of this law in the investigation of the impact of bodies.

A particle impinges obliquely on a fixed rough surface. Find the motion after impact.

VII. Define work. Show how to find the quantity of work done in executing a piece of earthwork, considering only the force of gravity. At a certain point, a cutting is 12 ft. deep, 8′ wide at the bottom, and has side slopes of 2 : 1. The spoil is to be 8′ high, and to have the front slope 2 : 1, and the rear slope 1½ : 1. Find the amount of work involved, assuming earth to weigh 100 lbs. a cub. ft. What circumstances render this calculation inapplicable to practice without modification ?

VIII. Stone is quarried on the side of a hill and rolled down. The height of the quarry is 150 ft above ground level, and the slope of the hill 45°. If the coefficient of friction resisting the rolling of stone be 0 25, find how much ground from the foot of the hill, laid out level, must be reserved for the use of the quarry. For calculation assume toe of slope an easy curve.

IX. Find the time of oscillation of a simple pendulum.

If at a certain place $g = 32\ 08$, find in inches, correctly to three places of decimals, the length of a pendulum making 5 beats in 2 seconds.

SATURDAY, 20TH JANUARY, 2 TO 5 P.M.

HYDROSTATICS AND PNEUMATICS.

I. Define a fluid and state the fundamental property to which the definition leads. Deduce the equality of pressure in all directions at any point of a fluid at rest.

II. Explain how the whole pressure on an immersed surface is found. A hemispherical cup 6″ in diameter is full of water. Find the whole pressure on it.

III. Draw a diagram and explain the action of Bramah's press. Apply the principle of virtual work to find the advantage of this machine.

IV. A hollow wooden bullacut for carrying stone by water has its longitudinal and cross sections, trapeziums, the parallel sides

being horizontal and the equal sides sloping at 1 : 1 in position of equilibrium. The shorter parallel side is immersed, and the longer is above water. The top of the bullacut is a rectangle 25′×16′ on which stone is loaded, and the height is 5 ft. If the weight of the bullacut is 8,000 lbs., what weight of stone loaded will sink the bullacut four-fifths of its height?

V. Define density and specific gravity, and distinguish between them. A dry irregular piece of lime stone, placed in the upper cup of a Nicholson's hydrometer, requires a weight of 1 lb. 3¼ oz. to sink the hydrometer to the mark on the stem. Placed in the lower cup, it requires 3 lb. 1 oz. to be placed in the upper cup to sink the instrument to the same mark. If 6 lbs. is the weight required to sink the instrument alone to the mark, find the specific gravity of the lime stone.

VI. Explain the fact established by Torcelli's experiment.

In order to magnify the sensitiveness of a mercury barometer, it is proposed to fit up the tube in an inclined position. Explain if the proposal is of advantage.

VII. Obtain the equation connecting the volume, pressure and temperature of a mass of gas. Two unequal hollow spheres contain air at different pressures and temperatures. If a communication be opened between them, find the resulting conditions of temperature and pressure.

VIII. Draw a diagram and describe the action of a common water pump. If the height of the discharge spout, above the surface of water lifted, be less than the height of water barometer, trace the changes in the stress on the piston rod during a complete cycle (consisting of an upward and a downward stroke) of strokes, when the pump is in full action.

IX. State the formula for the calculation of heights from barometric readings, giving the values of the constants, and mentioning the units of the several quantities involved. Name the conditions occurring in nature which necessitate corrections to be applied to calculations based on the formula.

L. T. DEGREE EXAMINATION, 1894.

MONDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

PRINCIPLES OF EDUCATION.

I. "At school," says a writer, "I often used to wonder whether the masters had ever been to school, they knew so little of what we boys were thinking, feeling and about to do." Enumerate some of

the leading reforms in modern educational practice due to a correct understanding of children's mental and physical organization.

II. Distinguish between the Logical and the Psychological sequence of studies. Which is to be followed by the teacher when the two differ, and why? Exemplify your answer.

"The Education of the child," says Herbert Spencer, "must accord both in mode and arrangement with the education of mankind considered historically." Do you accept this principle without any qualification?

III. Define Attention and show how far it is controllable by the will, directly and indirectly.

What are the conditions to be attended to by the teacher for securing the attention of his boys in school work?

IV. What is meant by 'training the senses'?

Describe briefly what is known as the 'object lesson', and discuss its educational value.

Would you set any limits to its application?

V. State the leading characteristics of children's memory, pointing out wherein lies its strength and its weakness.

"Much is possible," says Dr. Bain, "in the way of economizing the plastic power of the human system." Point out the need for the economy, and indicate briefly the contributions made by Physiology and Psychology in advancing the Art of Education from the stage of the old pedagogical maxim that repetition is the soul of instruction.

VI. Define and distinguish between Abstraction and Generalization. When do these powers begin to manifest themselves in school life, and what are the mistakes which the teacher should avoid in the training of these powers?

Show that the great principle of modern reform in education, "things before words," has a large application here.

VII. Define Imagination and distinguish its various forms.

"The discipline of the imagination," says James Sully, "has a negative or prohibitory and a positive or regulative side." Point out briefly the application of this principle in the training of children's imagination.

Pascal characterises imagination as "the enemy of reason." State how far you agree in the view, and exemplify the uses of imagination in scientific studies.

VIII. State the general principles which in your opinion should govern the infliction of punishment in schools, and point out the effects of remoteness and uncertainty of punishments.

What is known as the 'discipline of consequence'? What limits would you set to its application (1) in dealing generally with children; and (2) in moral education?

IX. Discuss the question whether there are any physiological or psychological grounds for making a distinction between the education given to the one sex and that given to the other.

MONDAY, 22ND JANUARY, 2 TO 5 P.M.

PRINCIPLES OF EDUCATION.

I. Trace the effect of self-approbation as a motive to mental culture (1) in the race, (2) in the individual.

How may the teacher best control and direct this motive?

II. To what extent should physical exercise be provided for in educational schemes?

Discuss the comparative bodily advantages of gymnastics and out-door games.

III. Describe the process of judgment, and its development in children. What are the chief characteristics of children's judgments, and how should the teacher endeavour to assist pupils to acquire the power of forming correct judgments?

IV. What is the order of development in the emotions? What are the chief points to be considered in the education of the feelings?

V. State the conditions of sympathy, the process of its growth, and its educational uses.

VI. Describe the effects produced by external influences upon the moral sentiment.

VII. State the theory of the will, and indicate what part parents and teachers should take in the training of the child's will.

VIII. What is meant by "character?" Is "moral character is a bundle of habits" an adequate definition?

IX. Write a short essay on "Monotony is the greatest enemy a teacher has to deal with."

TUESDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF EDUCATION (GENERAL).

I. Describe the course of instruction, the methods of teaching, and the system of discipline, that prevailed in the monastic schools of the Middle Ages; and point out the chief defects in each case.

II. Mention two Greek prototypes of the mediæval University; state the period in which the early Universities of Europe originated; point out the radical difference in the early constitution of the Universities of Paris and Bologna; and name the countries in which each of these two models was respectively followed.

III. Indicate the studies and methods recommended by Montaigne, his views on the education of women, and his influence upon later educational reformers.

IV. State and briefly criticize the scholastic organization proposed by Comenius.

V. Give particulars of the organization and system of discipline that prevail in Jesuit schools.

VI. Briefly refer to the educational system of Port Royal, and estimate its influence on the system that prevails in modern France.

VII. Name in chronological order the great English writers on Education since Ascham's time, and give an account of any important educational treatise written by some one of them.

VIII. Give an account of the educational system that prevails in the *Gymnasia* of Germany.

IX. Compare England with India as regards the State control of Upper Secondary Education.

TUESDAY, 23RD JANUARY, 2 TO 5 P.M.

HISTORY OF EDUCATION.

The development of the Educational System of India between 1854 *and* 1885.

I. How does the Despatch of 1854 deal with the question of the relative importance of encouraging higher and lower education?

II. State in general terms the provisions of the Madras grant-in aid codes of 1858, '65 and '85 respecting salary grants. Assign reasons for the successive alterations in the rules.

III. What was the scope of Madras Act VI. of 1863? What causes rendered it a failure? In what manner and how far had its objects been secured by 1885?

IV. Give an account of the origin and history of the Punjab University, specially noting points in which they differ from those of the Presidency Universities.

V. Trace the history of technical education (other than instruction in Law, Medicine, Civil Engineering and Pedagogics) in India during your period.

VI. In 1882-3 8 7 and 71·4 per cent. of the schools in the Madras and Bombay Presidencies, respectively, were classed as departmental. Furnish a historical explanation of the fact.

VII. On what grounds did the Educational Commission of 1882 recommend (1) that Government should partially withdraw from the management of existing colleges, and (2) that no aided college should be required to levy fees at the same rate as those charged in a neighbouring Government college?

VIII. Give a brief account of the educational work done by the S.P.G. in Tinnevelly and the Roman Catholics on the Malabar Coast.

IX. How did the following educational institutions come into existence, and what are their distinctive characteristics? The Muhammadan Anglo-Oriental College, Aligarh, the Doveton College, the Presidency College, Calcutta, the Mayo College, the Noble College, and the Lawrence Asylum Schools.

WEDNESDAY, 24TH JANUARY, 11 A.M. TO 1 P.M.

METHOD AND SCHOOL-MANAGEMENT.

I. State what good discipline consists in and what its true bases are; and explain how it may be secured and maintained.

II. If the appointment of the teaching-staff of a high school containing a lower secondary department rested with you as head master, mention the general and special qualifications each member should possess, and indicate exactly what work you would assign to each.

III. Is it advantageous or otherwise to have two schools of the same class and grade established in a locality which affords material for only one, and why?

IV. What considerations should determine the selection of books to form a common library for the upper secondary department of a high school, and what classes of books would you include in it? Name four books which you consider suitable to be placed in each class.

V. Mention the difference made by the Madras Educational Rules between unaided, aided, and Local Fund schools. Why is such difference made?

VI. State the particulars which should characterize (1) the site, (2) the structure, and (3) the plan of a high school.

VII. Devise a time-table to exhibit all the work of the head master of a high school, and underneath make an analysis of it showing the distribution of time among the several subjects.

WEDNESDAY, 24TH JANUARY, 2 TO 4 P.M.

METHOD AND SCHOOL-MANAGEMENT.

I. 1. Explain why the catechetical method of teaching is preferable to the lecturing method in the case of school-children.

2. State the chief characteristics of good questioning. Give two examples of faulty questions, and point out in what way they are defective.

II. 1. Show clearly in what cases it is right to expect lessons to be learned by heart.

2 Many boys who can spell correctly orally make mistakes in dictation. How would you try to remedy this?

3 Criticise the custom of giving exercises containing misspellings to be corrected by pupils.

III. 1. What are the chief points that must be attended to in order to secure good reading?

2. Mention some of the common faults committed by Indian

ESSAY.

TIME: THREE HOURS.

Write an essay on *one* of the following subjects:

I. The causes which led to the decline of dramatic literature in England.

II. A comparison between Tennyson and Browning as regards the general spirit of their writings, illustrating your conclusion by reference to particular poems.

III. The respective advantages of Science and Literature as subjects of study.

ZOOLOGY.

TIME: THREE HOURS.

I. Describe the various organs of locomotion found in the Protozoa, and show what evidence these afford in favour of the theory of evolution.

II. Describe fully the structure of a Horny Sponge, and explain step by step how the complications met with in the adult sponge are arrived at.

III. Describe any common Rotifer with which you are acquainted, and give your views as to the position of the Rotifera in the animal kingdom.

IV. Give an account of the Crinoidea.

V. Give an account of the Vertebrate mesonephros.

VI. What do we mean by (1) Holophytic and (2) Holozoic nutrition? Give instances of the former in the animal kingdom, and show what bearing the facts you bring forward have on the separation of the animal and vegetable kingdoms.

PRACTICAL ZOOLOGY.

TIME: THREE HOURS.

I. *The Leech.*

Make a complete dissection of the nephridial, generative, and nervous systems, in the 6th, 7th, and 8th segments.

II. Make a microscopical preparation to show spermatozoa from the Leech.

III. Two specimens are provided. Describe the external characters of each, laying special stress on those points which you think to be of value in classification.

IV. Identify the specimens and preparations provided.

HISTORY.

TIME: THREE HOURS.

I.

I. What is the distinction between endogamy and exogamy, and what causes have been assigned for the origin and continuance of these customs respectively?

II. The languages of two nations are seen to be related; does this prove that the nations belong to the same race? Give examples.

III. Describe what is meant by the patriarchal system. Is there any trace of an earlier system than the patriarchal?

IV. Give a short sketch of the development of testamentary law in Europe. What influence had the Christian church upon it?

II.

I. Describe the struggle of Christendom with the Ommeyad Caliphate.

II. Trace the influence upon the kingdom of Germany of its association with the kingdom of Italy.

III. Sketch the constitution of the Holy Roman Empire after it had been fixed by the Golden Bull.

IV. What were the distinguishing features of European Mediævalism? How do you account for its collapse in the sixteenth century?

III.

I. Sketch the main changes in the government of England produced by the Norman Conquest, and examine the theory which regards all later constitutional movement as a reversal of its results.

II. Describe clearly the constitution, rights, and procedure of Parliament in the days of Edward I., and trace the development of its power to the death of Henry V.

III. Examine the statement made with regard to the completion of the English Constitution:—"In the seventeenth century the way was cleared; in the eighteenth the goal was reached."

IV. Give an account of the foreign policy of the younger Pitt. Compare it with that of Chatham and with that of Palmerston.

IV.

I. State the law of rent known as Ricardo's law.

"If the earth had a perfectly smooth surface the same everywhere, and if it were all tilled and cultivated in exactly the same way, there would be no such thing as rent."—*Jevons.*

"If all the land of a country were of equal fertility, still, if it were appropriated, and if the price of the produce were more

than an equivalent for the labour and capital applied to its production, rent would be paid."—*Ingram.*

Can you reconcile these statements? If not, which is correct? If the land of a country were *not* all equally fertile, could it *all* pay rent?

II What is the relation between prices and the quantity of money in circulation? How is it regulated in the case of a country with large foreign trade? How are prices affected by an extension of credit?

III What are the causes of the variations in the "rate of exchange" between two countries? Consider particularly the case where one country has a silver currency and the other a gold currency

State generally what you consider will be the effect of the closing of the mints in India (1) on internal prices, (2) on foreign trade, (3) on the rate of exchange with England.

IV Consider the propriety of the following taxes: (1) an export duty on rice, (2) an import duty on manufactured cotton goods.